



The University of North Carolina
at Greensboro
Bulletin

Catalog Issue for the Year 1967-1968
Announcements for 1968-1969

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MONTHLY NINE TIMES A YEAR EXCEPT JUNE, JULY AND AUGUST. SECOND-
CLASS POSTAGE PAID AT GREENSBORO, NORTH CAROLINA.

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UNIVERSITY CALENDAR—1968-69

Fall Semester

1968

Sept. 5, Thurs.—9 a.m.-4 p.m.	Residence halls open. Arrival in residence halls of freshmen who will take achievement tests on Sept. 6.
Sept. 6, Fri.—8 a.m.	Placement testing for freshmen who did not complete testing during the summer.
Sept. 6, Fri.—9 a.m.-4 p.m.	Arrival of freshmen who participated in the summer testing program.
Sept. 6, Fri.—10 a.m.	Meeting of new faculty.
Sept. 6, Fri.—7 p.m.	Orientation for freshmen.
Sept. 6, Fri.—7 p.m.	Faculty meeting.
Sept. 7, Sat.—9 a.m.	Advising and registration of graduate students.
Sept. 8, Sun.—9 a.m.-4 p.m.	Arrival in residence halls of transfer students, students taking special examinations for credit, and former students scheduled to meet with advisers on Monday, Sept. 9.
Sept. 8, Sun.—7:30 p.m.	Convocation for all new students.
Sept. 9, Mon.—8:30 a.m.-3 p.m.	Advising freshmen, transfers.
Sept. 9, Mon.—8:30 a.m.-3 p.m.	Late registration for graduate students—late fee payable.
Sept. 9, Mon.—3-5 p.m.	Advising sophomores, juniors, seniors (not pre-registered and students with schedule problems).
Sept. 10, Tues.—9 a.m.-4:30 p.m.	Registration of freshmen.
Sept. 11, Wed.—9 a.m.-4:30 p.m.	Completion of registration for sophomores, juniors, and seniors.
Sept. 12, Thurs.—8 a.m.	Instruction begins.
Sept. 19, Thurs.	Last day to change courses or course sections.
Sept. 19, Thurs.	Deadline for making application for admission to <i>candidacy</i> for graduate students completing degree requirements in 1968 fall semester.
Sept. 19, Thurs.	Deadline for submitting application for <i>graduation</i> for graduate students completing degree requirements in 1968 fall semester.
Oct. 5, Sat.	Founders Day.
Oct. 24, Thurs.	Last day for undergraduates to remove incomplete grades.
Oct. 26, Sat.	Six weeks unsatisfactory progress reports due in the Registrar's office.
Oct. 26, Sat.	Graduate Record Examinations administration.
Nov. 1-Dec. 19	Pre-registration for Spring Semester.
Nov. 2, Sat.	Mid-point of semester for block courses.
Nov. 5, Tues.	Reading knowledge examinations in French, Spanish, and German.
Nov. 9, Sat.	National Teacher Examinations administration.
Nov. 16, Sat.	Last day to drop courses without penalty of having "WF" grade recorded.
Nov. 27, Wed.—1 p.m.	Instruction ends for Thanksgiving Holidays.
Dec. 2, Mon.—8 a.m.	Instruction resumes.
Dec. 14, Sat.	Graduate Record Examinations administration.
Dec. 19, Thurs.—1 p.m.	Instruction ends for Christmas Holidays.

1969

Jan. 6, Mon.—8 a.m.	Instruction resumes.
Jan. 14, Tues.	Last day of classes for the Fall Semester.
Jan. 15, Wed.	Reading Day.
Jan. 16-24, Thurs.-Fri.	Final examinations.
Jan. 18, Sat.	Graduate Record Examinations administration.
Jan. 24, Fri.	End of Fall Semester.

Spring Semester

Jan. 25, Sat.—9 a.m.	Advising and registration of graduate students.
Jan. 27, Mon.—8:30 a.m.-3 p.m.	Late registration for graduate students—late fee payable.
Jan. 29, 30—9 a.m.-4:30 p.m.	Completion of registration for Spring Semester.
Jan. 31, Fri.—8 a.m.	Classes begin for Spring Semester.
Feb. 1, Sat.	National Teacher Examinations administration.
Feb. 7, Fri.	Last day to change courses or course sections.
Feb. 7, Fri.	Deadline for making application for admission to candidacy for graduate students completing degree requirements in 1969 spring semester.
Feb. 7, Fri.	Deadline for submitting application for graduation for graduate students completing degree requirements in 1969 spring semester.
Feb. 18, Tues.	Reading knowledge examinations in French, Spanish, and German.
Feb. 22, Sat.	Graduate Record Examinations administration.
Mar. 1, Sat.	Last day to apply for student teaching during 1969-70.
Mar. 14, Fri.	Last day for undergraduates to remove incompletes.
Mar. 15, Sat.	Six weeks unsatisfactory progress reports due in the Registrar's office.
Mar. 21, Fri.	Mid-point of semester for block courses.
Apr. 2, Wed.	Last day to drop a course without penalty of "WF" grade recorded.
Apr. 2, Wed.—1 p.m.	Instruction ends for Spring Holidays.
Apr. 10, Thurs.—8 a.m.	Instruction resumes.
Apr. 12, Sat.	National Teacher Examinations administration.
Apr. 21-May 3, 2 wks., Mon.-Sat.	Pre-registration for 1969 Fall Semester.
Apr. 21, Mon.	Last day for filing completed master's thesis or doctoral dissertation with Examining Committee.
Apr. 26, Sat.	Graduate Record Examinations administration.
May 1, Thurs.	Final date for written and oral examinations of June candidates for graduate degree.
May 1, Thurs.	Reading knowledge examinations in French, Spanish, and German.
May 8, Thurs.	Final date for complete clearance of June candidates for graduate degree, including deposit of thesis/dissertation in the Graduate School Office.
May 20, Tues.	Last day of classes, second semester.
May 21, Wed.	Reading Day.
May 22-30, Thurs.-Fri.	Final examinations.
May 31, June 1—Sat.-Sun.	Commencement Activities.

1969 Summer Session

First Term

June 4, Wednesday	Registration.
June 5, Thursday	Instruction begins.
July 11, Friday	End of first six weeks.

Second Term

July 14, Monday	Registration.
July 15, Tuesday	Instruction begins.
August 20, Wednesday	End of second six weeks.

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OFFICERS OF ADMINISTRATION THE UNIVERSITY OF NORTH CAROLINA

(Four Component Institutions)

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WILLIAM SMITH WELLS, B.A., M.A., Ph.D., *Vice President—Academic Affairs*

ARNOLD KIMSEY KING, B.A., M.A., Ph.D., *Vice President—Institutional Studies*

FREDERICK HENRY WEAVER, M.A., *Vice President—University Relations*

CHARLES EDWIN BISHOP, B.S., M.S., Ph.D., *Vice President—University Public Service Programs*

ALEXANDER HURLBUTT SHEPARD, JR., B.A., M.A., *Assistant Vice President and Treasurer*

RUDOLPH PATE, B.S., *Assistant to the President*

JOSEPH SIBLEY DORTON, JR., B.S., *Assistant Vice President and Escheat Officer*

By act of the General Assembly of 1931, the University of North Carolina at Chapel Hill, the North Carolina College for Women at Greensboro (renamed the Woman's College of the University of North Carolina), and the North Carolina State College of Agriculture and Engineering at Raleigh were consolidated into The University of North Carolina.

By act of the General Assembly of 1963, the names of two of the institutions within The University were changed: The Woman's College of the University of North Carolina was changed to The University of North Carolina at Greensboro; North Carolina State College of Agriculture and Engineering at Raleigh was changed to North Carolina State of the University of North Carolina at Raleigh. The name of The University of North Carolina at Chapel Hill remained the same.

By act of the General Assembly of 1965, The University of North Carolina comprises: The University of North Carolina at Greensboro, The University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, and North Carolina State University at Raleigh.

Each institution has its own faculty and student body and each is headed by a Chancellor as its chief administrative officer. Unified general policy and appropriate allocation of function are effected by a single Board of Trustees and by the President with other administrative officers of The University. The Office of the President is located in Chapel Hill.

Members of the Board of Trustees are elected by the General Assembly, and the Governor of North Carolina is chairman *ex officio*. A current list of members of the Board of Trustees is in Part X.

The Chancellors of the component institutions are responsible to the President as the principal executive officer of The University of North Carolina.

OFFICERS

OFFICERS

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Chancellor

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Academic Affairs

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MEREB ETHNA MOSSMAN, B.A., M.A., L.H.D.

Associate Dean

TOMMIE LOU SMITH, B.A., M.A.

Graduate School

JOHN WESLEY KENNEDY, B.A., M.A., Ph.D., Dean

School of Education

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School of Home Economics

NAOMI ALBANESE, B.A., M.A., Ph.D., Dean

School of Music

LAWRENCE HART, B.M., M.M., D.Mus.A., Dean

Summer Session

HERBERT WILLIAM FRED, B.M.E., M.M., Ph.D., Director

Extension

JOSEPH EUGENE BRYSON, B.A., M.A., Ph.D., Director

Library

CHARLES MARSHALL ADAMS, B.A., B.S., M.A., Librarian

Office of Registration and Records

HOWARD HOYT PRICE, B.S., M.A., Registrar

Office of Admissions

RICHARD P. LOESTER, B.A., M.A., Director

Office of Institutional Studies

ROBERT M. KRISKO, B.A., Director

Computer Center

ROSCOE JACKSON ALLEN, B.S., M.S., Ed.D., Director

Student Affairs

Dean of Student Services

KATHERINE HENRIETTA TAYLOR, B.A., M.A.

Dean of Women

ROSEMARY MCGEE, B.S., M.S., Ph.D., Acting Dean

Dean of Men

CLARENCE OLAN SHIPTON, B.A., M.Ed.

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OLIVIA ABERNETHY, M.D., Associate Physician
DOCK CURTIS, M.D., Associate Physician
HELEN M. DEANE, M.D., Associate Physician
¹M. EDWARD RICE, M.D., Associate Physician

Student Aid Director

JOSEPH D. CREECH, B.A., M.A.T.

Religious Activities

KATHERINE TAYLOR, B.A., M.A., Co-ordinator

Elliott Hall

KATHERINE TAYLOR, B.A., M.A., Director

Placement Director

JOSEPHINE PARKER SCHAEFFER, B.A.

Business Affairs

Business Manager

HENRY LEE FERGUSON, JR., B.S., C.P.A.

Assistant Business Manager

EVERETT SHUFORD WILKINSON, JR.

Assistant to the Business Manager

GEORGE MINOR JOYCE, B.S., M.S.

Auditor

KENNIS ROBERT GROGAN, B.S., C.P.A., Director of Accounting

Purchasing Officer

ROGER FRANKLIN DAVIS, B.A.

Physical Plant

NESTUS HANNIBAL GURLEY, B.S., Director

Residence Halls

MARTHA ROWAN, Director

Book Store

ETHEL V. BUTLER, B.A., Manager

Dining Halls

ARA SLATER FOOD SERVICE

WAYNE SHROYER, Manager

Development Affairs

Development

GEORGE WINSTON HAMER, B.A., Director

Alumni Secretary

BARBARA ELLEN PARRISH, B.A., M.A.

News Bureau

WILSON DAVIS, B.A., Director

¹Effective January 1, 1968.

PART I.

The University



I. THE UNIVERSITY

HISTORY OF THE UNIVERSITY

The University of North Carolina at Greensboro was established by legislative enactment on February 18, 1891, and opened on October 5, 1892. The City of Greensboro, situated near the geographical center of the state, was selected for the location of the new institution. Its citizens voted bonds to the sum of \$30,000 for the erection of the first buildings, and the original ten-acre site was given by R. S. Pullen and R. T. Gray, of Raleigh.

The University, for many years (1892-1919) the State Normal and Industrial College, and later (1919-1932) the North Carolina College for Women, and from 1932-1963 the Woman's College of the University of North Carolina, came into being as a direct result of a crusade made by Charles Duncan McIver in behalf of the education of women. Other pioneers in public-school education—notably, Charles B. Aycock, Edwin A. Alderman, and James Y. Joyner—came to Dr. McIver's assistance; but to him more than any other individual the University owes its foundation. He became its first president and served it until his death in 1906. In that year, Dr. Julius I. Foust became president; and upon the foundation laid by Dr. McIver, he and his co-workers developed a strong liberal-arts college.

During the years 1932-63 the University was known as the Woman's College of the University of North Carolina and as one of the three branches of the Consolidated University of North Carolina. In 1962 the Board of Trustees recommended that the Greensboro campus become coeducational in the fall of 1964. By act of the General Assembly in the spring of 1963 the name of the institution was changed to the University of North Carolina at Greensboro.

The crusader for founding the institution, Charles Duncan McIver, served the institution as its first president. In 1906, following the death of Dr. McIver, Dr. Julius I. Foust became president and served until 1934, when he retired from active service. In 1934 Dr. Walter Clinton Jackson, who had served as teacher and vice-president, was elected head of the institution with the title of Dean of Administration. By act of the Board of Trustees in 1945, the title of the head of the institution was changed to Chancellor.

Dr. Jackson, who retired in 1950, was succeeded by Dr. Edward Kidder Graham. After Dr. Graham's resignation in 1956, Dr. W. W. Pierson, Jr., served as Acting Chancellor until July 1, 1957, when Dr. Gordon W. Blackwell became Chancellor. Dr. W. W. Pierson returned to serve again as Acting Chancellor in September, 1960, after the resignation of Dr. Blackwell. Dr. Otis A. Singletary became Chancellor on July 1, 1961. On November 1, 1966, Dr. Otis A. Singletary resigned. Dr. James Sharbrough Ferguson was appointed Chancellor on January 9, 1967.

Although the institution was founded upon a profound belief that education must go beyond providing technical skills and competencies, it has always been committed to a program strongly rooted in general education.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

In addition to education in the liberal arts, the University offers teacher education in all fields and specialized curricula in art, music, home economics, business, physical education, and nursing education.

From a student body of 223 and a faculty of 15 the University has grown to a student body of approximately 5,400 and a faculty of approximately 350, and a plant valued at approximately \$33,000,000. In addition, over 600 people are enrolled in extension centers throughout the state.

The University is a member of the Southern Association of Colleges and Secondary Schools, The Association of American Colleges, the American Council of Education, the Southern Association of Colleges for Women, the North Carolina College Conference, and the National Commission of Accrediting. The University is listed with an approved program by the National Council of Accreditation in Teacher Education. The University is regionally accredited by the Southern Association of Colleges and Schools. The School of Music is accredited by the National Association of Schools of Music.

The University confers eight undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Business Education and Secretarial Administration, Bachelor of Science in Medical Technology, Bachelor of Science in Nursing, and Bachelor of Fine Arts. Certain curricula of the Graduate School of the University are also offered at the University of North Carolina at Greensboro. These curricula are in the fields of Art, Biology, Business Education and Secretarial Administration, Chemistry, Drama-Speech, Education, English, French, History, Home Economics, Mathematics, Music, Physical Education, Physics, Psychology, and Fine Arts. A Ph.D. degree is given in Home Economics and English. The Ed.D. degree is given in Education in the areas of Guidance, Administration and Curriculum, and in Physical Education.

The University of North Carolina at Greensboro entered a new era as it became a co-educational University in the fall of 1964. It assumes a greater role as a part of the public-education system of the State of North Carolina. As a state institution it desires to be of the greatest possible service to the people of North Carolina, and its advantages are open to all on similar terms.

BUILDINGS AND GROUNDS

The main University campus is about one mile west of the central business district of Greensboro and may be entered from either West Market Street or Spring Garden Street. It consists of one hundred thirty acres of developed and wooded land, including a nine-hole golf course. There are about fifty buildings valued at more than thirty-three million dollars. These buildings are identified on the map appearing inside the

THE LIBRARY

back cover. More detailed descriptions of the residence halls, library, student union, infirmary and an off-campus recreation camp may be found elsewhere in this section.

THE LIBRARY

The Walter Clinton Jackson Library, completed in the spring of 1950, was improved by new lighting and air conditioning in 1965. It now has over 280,000 cataloged volumes and has a collection of over 75,000 federal and state documents. It provides on open shelves a generous selection of reference books and bibliographies, periodicals, and reserve books for class assignments. In the General Reading Room there is a selection of classics and current literature in all fields and a well-chosen collection of records. This room is attractively furnished to encourage leisurely reading and study. In the stack areas faculty studies and student carrells, desks, and tables are provided for concentrated study.

A sound-proof seminar room, seating about 40, and a large lecture hall, seating 372, are provided for group use of documentary films, music, or lectures. Microfilm and microcard readers and a reader-printer are provided for use of back files of newspapers and specialized reference books not otherwise available in print.

It is a distinct advantage to the University at Greensboro that it is located in a rich literary and cultural area. In addition to its own book collection, the library is able in a short time, by means of interlibrary loan service, to make available for faculty and graduate research the extensive book resources of other units of the University, Duke University, and libraries in the vicinity.

The library is building collections to strengthen its resources for both undergraduate and graduate work. Some special collections are being developed: the Woman's Collection, the Homans' Collection in Physical Education (acquired from Wellesley College), Historical Textbooks, Juvenile Literature, and the Dance. The library is the depository for the Archives and the history of this University.

A Friends of the Library organization was established in 1959. The officers for 1967-68 are: Miss Clara Booth Byrd, Chairman; Mrs. W. T. Lamm, Jr., First Vice-Chairman; Henry L. Ferguson, Jr., Treasurer; Charles M. Adams, Secretary, and a distinguished Board of Directors. One of the main objectives of the Friends is to help interpret the mission of the library and its needs to the people of North Carolina. As one of the Friends' special projects for enriching the book collections, it is promoting the collecting of Southern Renaissance literature, including first editions and manuscripts, of leading Southern writers since the 1920's.

THE WEATHERSPOON ART GALLERY

The Weatherspoon Art Gallery, named for Elizabeth McIver Weatherspoon, is located in the north wing of McIver Building. Facilities are provided for a program of exhibitions held throughout the year. This series of exhibits is an integral part of the instructional program of the Department of Art. The exhibitions are open to all students and thus become a part of the general education program for all students. The public is also invited to attend the exhibitions. Television programs originate in the Gallery, which bring to a large audience the exhibitions of paintings, prints, sculpture, and other objects. From time to time appropriate professional groups hold meetings in the Gallery.

The Weatherspoon Gallery Association established in 1942 has given support in the formation of a permanent collection of paintings, sculpture, and prints by contemporary American and European artists. Major additions are made to the collection each year. Membership in the Association is open to all persons who are interested in art.

Officers of the Weatherspoon Gallery Association for 1967-68 are President, Douglas Orr; Vice President, Ben Cone; Vice President, Joseph R. Morton; Treasurer, Mrs. Robert Frazier; Secretary, Mrs. Charles M. Adams; and Historian, Mrs. J. I. Foust.

TELEVISION

At the University is the William D. Carmichael, Jr., Television Studio Building from which programs for the University's Educational Non-Commercial Network are originated. This building contains 2 TV studios, 1 radio studio, associated control rooms, projection, film-editing, darkrooms, and engineering area. There are also dressing rooms, scenery rooms, art studio, viewing room, and offices. The television equipment is ample for a full-time operating station. Although there is no curriculum in television, students in Drama use these facilities for laboratory work. In addition, selected students are given an opportunity to participate in television activities, either as performers or as production and program assistants. In this way they are exposed to, and trained in, the day-to-day operation of a full-time station. Programs telecast by University Television are in the nature of an extended service of the University. They are planned for and directed to all of the people in North Carolina. These are programs for specific groups (age, social, economic, or educational level) and programs of general interest. Any activity of the University is potential television program material. The network also presents programs produced in co-operation with other educational and public service agencies.

THE UNIVERSITY DEBATE UNION

The University Debate Union is sponsored by the Department of Drama and Speech for students who are interested in intercollegiate competition

THE UNIVERSITY DANCE COMPANY

in debate, oratory, and extemporaneous speaking. The Debate Union is open to all undergraduates, regardless of major. The team travels to outstanding tournaments in the Eastern United States during the regular academic year.

The Debate Union provides unexcelled training for students who are interested in improving their skills of critical thinking and oral communication. This training is of particular value to those who plan careers in teaching, law, merchandising, business, and the ministry. The program in forensics emphasizes the important function of public speaking and debate as tools for oral decision-making in a democratic society.

Students interested in joining the University Debate Union should write or visit the Director of Debate, Department of Drama and Speech, UNC-G.

THE UNIVERSITY DANCE COMPANY

The Dance Company has two formal concerts each year and assists in productions given by the Department of Drama and School of Music. The Dance Company performs on Tours and for Television. Membership in the apprentice group is available to any student by audition. Auditions for membership in the Dance Company are open to those in the apprentice group. Dances performed by the Dance Company come from several sources. Works of world famous choreographers, as well as those of faculty, graduate, and undergraduate students, are performed.

THE UNIVERSITY THEATRE

The Theatre is the producing organization of the Department of Drama and Speech and the Masqueraders, an active society of those students distinguishing themselves by their work in the theatre. It produces a series of plays and television programs in the new fine arts complex completed in 1967. It frequently tours. Any student is welcome to participate. Four major productions are offered each year. Included among the recently produced plays are *Desire Under the Elms*, *My Fair Lady*, and *A Midsummer Night's Dream*.

The Theatre, in cooperation with the Junior League of Greensboro and the city and county school systems, produces three plays for children each season. These Pixie Playhouse productions are seen by over 30,000 youngsters each year.

Through its completely student produced Laboratory Theatre Productions, one-act plays are presented in January. Any student on campus may request to do a drama project on this series. Recent plays have included *A Sleep of Prisoners* and *The Property Is Condemned*.

During the summers the Theatre operates the Parkway Playhouse, Burnsville, North Carolina. The season consists of six plays. Recent

productions have included *Oklahoma!*, *Look Homeward Angel*, and *Antigone*. Now in its twenty-first season, the program at the Parkway Playhouse also includes high school and university level courses in theatre.

In 1959 The Theatre was selected by the American Educational Theatre Association to tour under the joint sponsorship of A.E.T.A., U.S.O. and the Department of Defense for the entertainment of American troops in the Pacific Command. On this tour performances were given in Japan, Korea, Hawaii, and The Philippines. In 1962 the Theatre was once more chosen, this time to tour the Northeast Command of Iceland, Greenland, Newfoundland, and Labrador. A third tour in 1966 took the theatre to England, the Netherlands, France, and Germany.

Special brochures covering the tours and theatre activities are available upon request from the Director of Admissions.

The National Repertory Theatre

During 1963 the University Theatre and the Lecture-Entertainment Committee developed a relationship with the National Repertory Theatre which has resulted in a series of in-residence periods on campus. Each fall since 1963, during the months of September and October, the entire company of sixty artists has come to this University to hold the final rehearsals and premier performances of its repertory prior to its national tours and engagements on Broadway and at Ford's Theatre in Washington, D. C. In addition, members of the company meet students informally and formally, with class lectures an important feature of the in-residence program. The program now receives considerable support from the N. C. Chapter of N.R.T., a state-wide group of citizens who are devoted to perpetuating this unique program.

Among the artists associated with the National Repertory Theatre in this unique in-residence program are stars Eva LaGallienne, Farley Granger, Signe Hasso, Lili Darvas, directors Eva LaGallienne, Margaret Webster, Jack Sydow, designers Will Steven Armstrong, Peter Larkin, Tharon Musser, Alvin Colt, and producers Frances Ann Dougherty and Michael Dewell. Multiple performances in full repertory of the following plays have been given: *The Crucible*, *Ring Round the Moon*, *The Sea Gull*, *She Stoops to Conquer*, *Liliom*, *Hedda Gabler*, *The Rivals*, *The Madwoman of Chaillot*, and *The Comedy of Errors*.

LECTURES AND CONCERTS

The University is wholly or partly responsible for bringing to the student body each year a number of distinguished artists and lecturers in the field of art, the dance, music, and letters. The University also cooperates with the Civic Music Association in bringing to the campus throughout the year persons distinguished in the field of music.

In addition, the School of Music presents regular faculty and student recitals and concerts which all students may attend without charge.

MUSICAL ORGANIZATIONS

MUSICAL ORGANIZATIONS

Student musical performing organizations are open to all University students. Choral organizations include the Chorale for mixed voices, and the Choir and Glee Club for women's voices; instrumental organizations include the Symphony Orchestra, Chamber Orchestra, Concert Band, and Stage Band. Smaller vocal and instrumental ensembles are also available. Students may also participate in opera and music comedy, produced jointly by the School of Music and the Department of Drama and Speech.

RESIDENCE HALLS

There are twenty-three residence halls on the campus. In each hall is a counselor to whom students may go for advice and who supervises social and residential activities in accordance with regulations of the University. The rooms are comfortably furnished. Only single beds are used. North Spencer Hall and South Spencer Hall (1904, remodeled and modernized in 1938)—named for Mrs. Cornelia Phillips Spencer, one of North Carolina's most distinguished women, three hundred sixteen students; Anna Howard Shaw Hall (1920)—named for the great woman suffragist, one hundred students; Gray Hall (1921)—named for Mr. Robert T. Gray, a member of the Board of Trustees of the University from 1900 to 1912, one hundred sixteen students; Bailey Hall (1922)—named for Mr. T. B. Bailey, a member of the Board of Trustees of the University from 1902 to 1916, one hundred sixteen students; Cotten Hall (1922)—named for Mrs. Sally Southall Cotten, one hundred sixteen students; Hinshaw Hall (1922)—named for Colonel G. W. Hinshaw, a member of the Board of Trustees of the University from 1910 to 1918, one hundred sixteen students; Laura Coit Hall (1923)—named for Miss Laura Coit, late secretary of the University, one hundred sixteen students; Jamison Hall (1923)—named for Miss Minnie Jamison, one of the first students and long-time member of the faculty, one hundred sixteen students; Mary Foust Hall (1927)—named by the alumnae of the University in memory of the daughter of the late President Foust, one hundred forty students; Guilford Hall (1927)—a duplicate of Mary Foust Hall; Weil-Winfield Hall (1939)—named for Miss Martha Winfield, late professor of English at the University, and for Mrs. Mina Weil, benefactress of the University, two distinct but connected halls giving the appearance of one building, two hundred ninety students; Mendenhall-Ragsdale Hall (1950)—named for Miss Gertrude Mendenhall, charter member of the faculty and late head of the Department of Mathematics, and for Miss Virginia Ragsdale, who succeeded Miss Mendenhall as head of the Department of Mathematics—similar in construction to Weil-Winfield, three hundred eight students; Moore-Strong Hall (1960)—named for Miss Mary Taylor Moore, late registrar of the University, and for Miss Cornelia Strong, late professor of mathematics at the University—three hundred fifty students. Grogan-Reynolds (1963)—named for Miss Ione H. Grogan, alumna and long-time member of the faculty, and for Mrs. Katharine Smith Reynolds, alumna to whose memory the Reynolds Scholarships are a memorial—four distinct

but connected halls giving the appearance of one building, six hundred seventy-two students; Phillips-Hawkins Hall (1967)—named for Charles W. Phillips, Jr., former Director of Public Relations, and Mrs. Kathleen P. Hawkins, former Student Aid Officer—the first co-educational residence hall, housing two hundred seventeen men in Phillips and two hundred ten women in Hawkins; Cone Hall (1967)—named for Mrs. Laura W. Cone who served on the U.N.C. Board of Trustees for over twenty years—three hundred ninety-eight students.

STUDENT HEALTH SERVICE

The Student Health Service has as its aim the maintenance of good health among all members of the University community. To reach this objective, the work is necessarily of two types; first, preventive and second, therapeutic.

Several types of preventive measures are taken. A complete medical examination given by the family physician is required of each new student before his acceptance and matriculation. This includes a complete physical examination, certain laboratory tests, a tuberculin test, and required immunizations. This examination done by the family physician is carefully reviewed by the University doctors before the student's admission. When requested by the family physician or when an existing physical condition requires it, regular follow-up examinations are done by the medical staff.

The care of students who are ill, which is the second major duty of the Health Service, is centered in the Anna M. Gove Infirmary. Here, with a staff of four full-time physicians, a part-time psychiatrist, nine graduate nurses and a laboratory technician and an x-ray technician in attendance, all medical and minor surgical cases are given complete care. Major surgical cases must be referred to a hospital or surgeon not directly connected with the University. A comprehensive insurance policy is offered to students, providing payment for medical services and hospitalization not available in the Student Health Service itself. Undergraduate students who live at home are urged to pay the Infirmary fee which entitles them to the same outpatient care at the Infirmary as dormitory students; but for bed care in the Infirmary they are charged a small, daily fee.

Students should report promptly to the Infirmary in cases of illness of any kind. Prompt attention to minor conditions prevents the development of major ill health.

STUDENT GOVERNMENT

Authorized by the Board of Trustees and the faculty, the Student Government Association is the University's way of implementing the idea that self-government is appropriate for mature students. Operating within a constitution written and accepted by all students, Student Government

RELIGION

represents an effective means through which students share with the administration and the faculty the responsibility for creating and maintaining a climate that breeds excitement for the adventure of education.

There are three divisions of the student government: the Judicial, the Legislative, and the Executive, each serving in its particular capacity. It is understood that to the faculty and the administrative officers is reserved the handling of such matters as affect academic questions, matters relating to the health of the University community, the control of property, and special cases of discipline which are outside student jurisdiction.

RELIGION

RELIGIOUS GROUPS. Students are encouraged by both The University and the churches to attend the church of their choice and to identify themselves with an organized religious group. Five denominations—Baptist, Episcopal, Lutheran, Methodist, and Presbyterian—are represented by campus ministers who work through student centers and churches adjacent to the campus.

THE INTER-FAITH COUNCIL is composed of student representatives of religious groups. The Council promotes understanding of the common purposes of Jewish, Protestant, and Roman Catholic believers and unites all in joint activities.

DIRECTOR. The Dean of Student Services serves as Co-ordinator of Religious Activities. Her office is a clearinghouse for the activities of all campus religious organizations.

SOCIAL LIFE

The social life of the University centers around the residence hall units and various clubs and class organizations. Picnics, week-end camping trips, teas, and formal and informal dances help create a normal social atmosphere. Through certain of the clubs and through the advisory system, members of the faculty are able to establish social contacts with the students. Altogether there are many opportunities within the campus community for a wholesome social life.

Elliott Hall, the student union, is the center of extracurricular activities. Its facilities include a large ballroom, a game room, lounges, meeting rooms, offices for publications, study and locker rooms for day students, and the University book store and restaurant.

SPORTS AND RECREATION

The athletic fields include ten tennis courts; soccer, speedball, hockey, lacrosse, and softball fields; a nine-hole golf course and practice tee and putting green; an archery range and other outdoor play areas. The Rosenthal Gymnasium houses the new swimming pool, dressing and shower

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

rooms, game room, one large gymnasium floor, wrestling room, crafts room, and two auxiliary areas. The Coleman Gymnasium provides the following modern facilities for a broad program of physical education; gymnasium, activity terrace, corrective unit, two dance studios, bowling alleys, indoor golf room, game rooms, and instructional and administrative rooms and offices.

Piney Lake, the recreation center, is located about six miles south of Greensboro. Forty-two acres of beautiful wooded land provide facilities which include two well-equipped houses, a large lake, a recreation hall, a crafts and hobby shop, a log cabin, playing areas, and a new camp site complete with lodge, dining hall, and ten cabins. Students of the University may use the recreation center for picnics, week-end outings, and for recreational purposes. The center is used also by the Department of Health, Physical Education, and Recreation for instructional programs in camping and outdoor education, and by other departments and schools in the conduct of instructional work in out-of-doors laboratories.

ORGANIZATIONS

The Board of Trustees prohibits any secret organizations.

PHI BETA KAPPA. Epsilon Chapter of North Carolina, Phi Beta Kappa. Candidates for the B.A. degree who have high scholastic averages are eligible for election to Phi Beta Kappa. Ordinarily students are elected in the senior year, but juniors of exceptionally high scholastic standing are also elected. Alumni of not less than ten years' standing who have distinguished themselves in the arts, literature, or the sciences are eligible for election to alumni membership.

PI KAPPA LAMBDA. Tau Chapter of Pi Kappa Lambda, national honorary scholastic society recognizing superior students of music. Elections are from the senior class.

MU PHI EPSILON, international music society for women.

SIGMA DELTA PI. Alpha Tau Chapter of Sigma Delta Pi, the national Spanish fraternity.

OMICRON NU, national home economics honor society.

TAU PSI OMEGA, national French fraternity.

ALPHA KAPPA DELTA, sociology honor society.

PHI ALPHA THETA, international honor society in history.

PSI CHI, national psychology honor society.

BETA BETA BETA, national honor society for students in the biological sciences.

PLACEMENT OFFICE

NATIONAL SOCIETY OF INTERIOR DESIGNERS.

ALPHA PSI OMEGA, national honor society for students in drama.

GOLDEN CHAIN, campus honorary society. Membership in Golden Chain is based on a consideration of the following qualities: leadership, scholarship, and service.

SIGMA ALPHA, business education honor society.

CLUBS. The numerous departmental political and service clubs and other organizations promote interest in a wide range of activities.

THE RECREATION ASSOCIATION sponsors the following activities: swimming, gymnastics, modern dance, hockey, softball, basketball, archery, volleyball, soccer, tennis, golf, and speedball.

PLACEMENT OFFICE

The Placement Office aids graduates in solving the problem of post-college employment. It serves as an intermediary between students and prospective employers. It acquaints students with employment possibilities in the teaching, business, and professional fields; it assembles comprehensive records on each registrant and makes these records available to appropriate representatives; and it arranges interviews with prospective employers. The data assembled for individual records include academic achievement, training, experience, extracurricular activities, and honors. Confidential letters of recommendation are incorporated in the file of each registrant. It aids the registrant in directing his search to a field appropriate to his aptitude, training, and interest.

The Office receives more calls for qualified personnel than it can supply from its registrants. It is to the mutual advantage of the students and the Office that a complete record of registrants be assembled by the fall of the senior year.

PUBLICATIONS

Alumni News: The official organ of the Alumni Association, published quarterly.

The Carolinian: The University newspaper, issued weekly.

The Coraddi: The literary magazine of the University, issued quarterly.

Pine Needles: The University yearbook.

UNC-G News: The University newsletter, published four times during the school year.

ALUMNI ASSOCIATION

The Alumni Association of the University of North Carolina at Greensboro was organized in 1893 and incorporated by act of the General Assembly of North Carolina on March 8, 1909. The objects of the Association, as set forth in Section 3 of the Act incorporating it, are: "To encourage, foster, and promote education in the State of North Carolina; to aid and assist the University of North Carolina at Greensboro by donations or otherwise; to aid and assist, by loans or donations, or both, worthy young women of the state to obtain an education at the said University, and for such purposes to receive, hold, invest, manage, and disburse any fund or funds which may come into its possession." The official publication of the Alumni Association is *The Alumni News*, sent to active members of the Alumni Association four times each year. In addition to keeping records on and attempting to maintain contact with thirty thousand former students, the Alumni office assists in the promotion and organization of local alumni chapters throughout North Carolina and in many cities outside the state. Alumnae House, opened in January, 1937, is headquarters for alumni work in general. The House is available for official alumni, student, and University affairs—social, cultural, and educational.

Officers for 1968 are Mrs. L. D. Coltrane, III, Concord, president; Mrs. H. H. Walston, III, Wilson, first vice-president; Mrs. Walter W. King, Jr., Greensboro, second vice-president; Mrs. John F. McNair, III, Laurinburg, recording secretary; and Miss Barbara Parrish, Greensboro, executive secretary.

THE HOME ECONOMICS FOUNDATION

The Home Economics Foundation was incorporated in July, 1946, with headquarters at the University of North Carolina at Greensboro, North Carolina. The corporation is a charitable, nonprofit, and educational organization, having no capital stock. Its members shall include such individuals, firms, and corporations as shall meet the terms and conditions for membership as are prescribed from time to time by the by-laws of the corporation. The management of the corporation and its properties shall be vested in a Board of Directors, which shall have full power and authority to act.

The purposes of the Home Economics Foundation are to: (1) aid and promote through financial assistance and other means all types of education, both undergraduate and graduate, and research in home economics in order that the School of Home Economics at the University of North Carolina at Greensboro may serve the people, the homes, the institutions, and the industries of North Carolina with maximum values at minimum costs in money, time, and labor. This contribution will include foods and nutrition, clothing and textiles, housing and furnishings, child development and family relations, interior design and home management, home economics education, and institution management. (2) enable the School of

THE INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

Home Economics to develop a strong teaching and research program through helping to secure and keep an outstanding and highly trained faculty. (3) enable the School of Home Economics to offer short service courses, forums, and conferences on various subjects of home economics. (4) enable the School of Home Economics to publish and distribute bulletins and reports of research and studies on various subjects of home economics. (5) enable the School of Home Economics to sponsor various projects for improving the home, industrial, and institutional life of this state.

All funds contributed to the Foundation will be used for the purchase of special and additional equipment and teaching materials, for the supplementing of salaries of professors, instructors, and research fellows, and for the publication and distribution of papers, bulletins, and books, all in the interest of the development and service of the School of Home Economics in the University of North Carolina at Greensboro to the people, homes, and industries of North Carolina and the South. All funds solicited and collected for the Foundation will be applied as the donor requests insofar as is consistent with the program adopted.

The officers of the Foundation are: Mose Kiser, Greensboro, President; Vice-Presidents, Mrs. Robert Scott, Haw River; A. H. Parker, Greensboro; Secretary, Mrs. Alan Cone, Greensboro; Treasurer, Henry L. Ferguson, Jr., Greensboro.

Further information regarding the Home Economics Foundation may be secured by writing to Dean Naomi G. Albanese, School of Home Economics, the University of North Carolina at Greensboro.

THE INSTITUTE FOR CHILD AND FAMILY DEVELOPMENT

Established September, 1959, by action of the Trustees of the University of North Carolina and financed initially by a grant from the Home Economics Foundation of the University of North Carolina at Greensboro, the Institute for Child and Family Development is an interdisciplinary agency which has two primary purposes: *Research*—to stimulate and co-ordinate research in child development and family life, and to transmit the findings to interested professional and lay groups. *Extended Service*—to provide consultation, instruction, and facilities for groups in the regions which are concerned with child development and family life. This service will draw heavily on the accumulated pool of research and technical knowledge developed through the research function of the Institute.

DEVELOPMENT OFFICE

The Office of Developmental Affairs was set up in June 1962. Its purpose is to seek the advancement of understanding and support of the University.

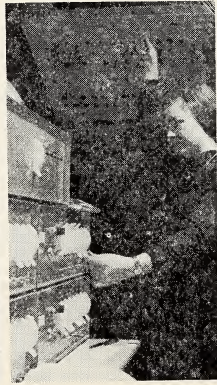
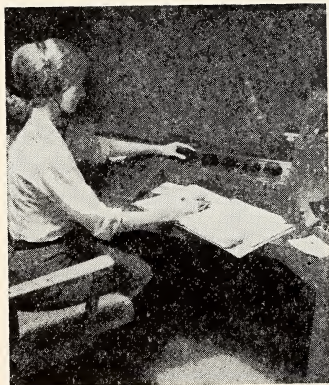
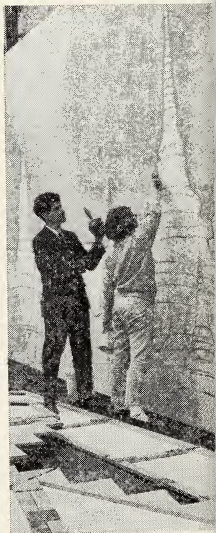
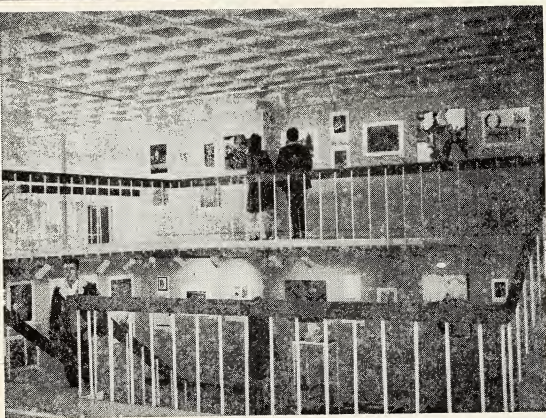
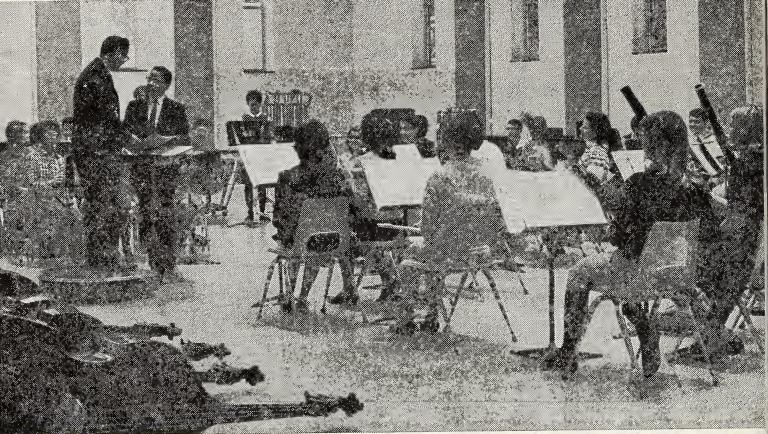
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

This includes interpreting the University to its constituent groups, involving them in affairs of the University and soliciting and encouraging financial support from them for the University. George W. Hamer is director.

The University maintains a news bureau for the purpose of publicizing University events and for providing information to people of the state regarding the activities of the campus and the members of the student body. Wilson M. Davis is in charge of the News Bureau.

PART II.

Expenses



II. EXPENSES

RESIDENCE STATUS FOR TUITION PAYMENT

1. **General:** The tuition charge for legal residents of North Carolina is less than for nonresidents. To qualify for in-state tuition, a legal resident must have maintained his domicile in North Carolina for at least the six months next preceding the date of first enrollment or re-enrollment in an institution of higher education in this State.
2. **Minors:** The legal residence of a person under twenty-one years of age at the time of his first enrollment in an institution of higher education in this State is that of his parents, surviving parent, or legal guardian. In cases where parents are divorced or legally separated, the legal residence of the father will control unless custody of the minor has been awarded by court order to the mother or to a legal guardian other than a parent. No claim of residence in North Carolina based upon residence of a guardian in North Carolina will be considered if either parent is living unless the action of the court appointing the guardian antedates the student's first enrollment in a North Carolina institution of higher education by at least twelve months.

A minor student whose parents move their legal residence from North Carolina to a location outside the State shall be considered to be a nonresident after six months from the date of removal from the State.

For the purpose of determining residence requirements under these rules, a person will be considered a minor until he has reached his twenty-first birthday. Married minors, however, are entitled to establish and maintain their residence in the same manner as adults. Attendance at an institution of higher education as a student cannot be counted as fulfilling the six-month domicile requirement.

3. **Adults:** A person twenty-one years of age or older is eligible for in-state tuition if he has maintained continuous domicile in North Carolina for the six months next preceding the date of enrollment or re-enrollment, exclusive of any time spent in attendance at any institution of higher education. An in-state student reaching the age of twenty-one is not required to re-establish residence provided that he maintains his domicile in North Carolina.
4. **Married Students:** The legal residence of a wife follows that of her husband, except that a woman currently enrolled as an in-state student in an institution of higher education may continue as a resident even though she marries a nonresident. If the husband is a nonresident and separation or divorce occurs, the woman may qualify for in-state tuition after establishing her domicile in North Carolina for at least six months under the same conditions as she could if she were single.
5. **Military Personnel:** No person shall be presumed to have gained or lost in-state residence status in North Carolina while serving in the

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Armed Forces. However, a member of the Armed Forces may obtain in-state residence status for himself, his spouse, or his children after maintaining his domicile in North Carolina for at least the six months next preceding his or their enrollment or re-enrollment in an institution of higher education in this State.

6. **Aliens:** Aliens lawfully admitted to the United States for permanent residence may establish North Carolina residence in the same manner as any other nonresident.
7. **Property and Taxes:** Ownership of property in or payment of taxes to the State of North Carolina apart from legal residence will not qualify one for the in-state tuition rate.
8. **Change of Status:** The residence status of any student is determined as of the time of his first enrollment in an institution of higher education in North Carolina and may not thereafter be changed except: (a) in the case of a nonresident student at the time of his first enrollment who, or if a minor his parents, has subsequently maintained a legal residence in North Carolina for at least six months, and (b) in the case of a resident who has abandoned his legal residence in North Carolina for a minimum period of six months. In either case, the appropriate tuition rate will become effective at the beginning of the term following the six-month period.
9. **Responsibility of Student:** Any student or prospective student in doubt concerning his residence status must bear the responsibility for securing a ruling by stating his case in writing to the admissions officer. The student who, due to subsequent events, becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, has the responsibility of immediately informing the Office of Admissions of this circumstance in writing. Failure to give complete and correct information regarding residence constitutes grounds for disciplinary action.
10. **Adjustments:** Discretion to adjust individual cases within the spirit of these regulations is lodged in the Vice President and Finance Officer of the University.

TUITION AND REGULAR FEES— FULL-TIME UNDERGRADUATES

The University reserves the right to make changes in charges for tuition and fees without advanced notice. It is anticipated that the charges for 1968-1969 will be as follows:

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
Tuition	\$ 175.00	\$ 700.00
Academic Fees	81.00	81.00
Health service	56.00	56.00

EXPENSES

Student Activities:

Campus organizations	20.00	20.00
Entertainment	10.00	10.00
Student Union	20.00	20.00
Student Union Building fees	25.00	25.00
Recreation Center	5.00	5.00
Swimming pool	4.00	4.00
Athletic Association	4.00	4.00
Room (see Telephone Service)	300.00	300.00
Board	325.00	325.00
Laundry (women students)	40.00	40.00
(See Laundry Service)		

Total	\$1,065.00	\$1,590.00
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For Students not Living on Campus:

Deduct Room, Board, Laundry	665.00	665.00
	\$ 400.00	\$ 925.00

ENROLLMENT DEPOSIT

An enrollment deposit of \$50.00 is required of all full-time undergraduate students who will attend the University.

For continuing students, this deposit must be paid to the University Cashier prior to pre-registration and is a prerequisite to pre-registration. Students admitted through the Admissions Office (either new or former) shall send the deposit to the Director of Admissions by May 1.

This deposit is credited to the payment of the first semester. It is non-refundable unless the University finds that the student is ineligible to register for classes.

SINGLE ROOMS IN RESIDENCE HALLS

Occasionally there are some vacant spaces in the residence halls which will permit a normal double room to be occupied as a single room. When this occurs, and when a student applies for a single room, the room rent will be 50% more than the regular rate for a student in a double room.

TELEPHONE SERVICE

Students who are assigned to a double occupancy room with a private telephone will pay \$15.00 each per semester for telephone service. This charge covers only local service; toll charges are billed monthly directly to the student by the telephone company. The telephone charge should be added to the tuition and fee payments stated in "Schedule of Payments."

LAUNDRY SERVICE

All students who live on campus are required to pay the laundry fee. The female student rate is \$40.00; the male student rate is \$60.00. Students who live off campus may take their laundry to the University Laundry and pay as the service is rendered.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

SCHEDULE OF PAYMENTS

The annual charges as listed above are payable in equal sums each semester in amounts and on or before dates as follows:

For Students Living on Campus:

	<i>In-State</i>	<i>Out-of-State</i>
First Semester:		
Enrollment Deposit	\$ 50.00	\$ 50.00
(Non-Refundable)		
On Entrance	482.50	745.00
Second Semester:		
January 10	532.50	795.00

For Students not Living on Campus:

First Semester:		
Enrollment Deposit	\$ 50.00	\$ 50.00
(Non-Refundable)		
On Entrance	150.00	412.50
Second Semester:		
January 10	200.00	462.50

Certain advance deposits (application fee, enrollment deposit, etc.) have been required of students. If any of these were announced as *creditable*, the amount of the student's *first* payment under the schedule as listed above should be reduced in the amount of such deposits.

TUITION AND FEES

Special, Unclassified, and Part-time Students Undergraduates

A. Incidental Special, Unclassified, and Part-Time Students. These students are defined as follows:

1. Study represents an activity secondary to a full-time occupation.
2. Residence is off campus (unless by special advance arrangements).
3. Less than seven semester hours are scheduled.

Such students will pay \$9 per credit hour of instruction (\$37.50 for out-of-state students), plus an academic fee of \$5 per semester regardless of the number of hours scheduled. Incidental students are exempt from the activities fee.

B. Regular Special and Unclassified Students and Part-time Degree Candidates.

These students are defined as follows:

1. Those for whom study is the primary activity.
2. Seven or more semester hours are scheduled.

EXPENSES

<i>Credit Hours</i>	<i>Academic Fees</i>	<i>Activities Fees*</i>	<i>Tuition</i>		<i>Total Fees</i>	
			<i>In-State</i>	<i>Out-of- State</i>	<i>In-State</i>	<i>Out-of- State</i>
7	\$28.00	\$29.00	\$63.00	\$262.50	\$120.00	\$319.50
8	32.00	29.00	72.00	300.00	133.00	361.00
9	36.00	29.00	81.00	337.50	146.00	402.50
Over 9	Same as for full-time undergraduates					

SPECIAL FEES

Late Registration: All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5. This fee is payable upon completion of registration.

Audits: Auditing a course includes the privilege of being present in the classroom, but not participating in class discussion or laboratory or studio work. An undergraduate student paying *full* tuition and fees may audit one course per semester without additional fee. An undergraduate student paying part tuition and fees may not audit more than two courses per semester, paying same tuition charges as credit courses. These fees are payable in full at the time such courses are scheduled.

Applied Music: Undergraduate *music majors* will pay, in addition to regular tuition and fees, an additional fee of \$45.00 per semester to compensate for private and class instruction in applied music. *Non-music majors* will pay \$30.00 per credit hour for private applied study. Class applied study, when assigned, will be \$15.00 per credit hour. *Graduate music majors* may elect to be assessed under either category.

Music Practice Fees and Instrument Rentals: Special fees are charged for use of practice rooms and/or instruments. A schedule of such fees may be secured from the School of Music. The appropriate charge for each student is determined by the School of Music and is payable at the time of registration.

Laboratory Breakage: The standard academic fees charged all students include the *use* of laboratory facilities. Students are required, however, to pay for any equipment *broken or lost*. A laboratory breakage deposit of \$5 is required. The amount due is determined by the several departments after periodic inspections and inventories. Any unused portion of the breakage deposit will be refunded at the end of the academic year.

Special Medical Service Charges: While the Health Service fee covers ordinary medical services in the University Infirmary, X-rays, certain special medications, *i.e.*, antibiotics, etc., are provided at minimal cost upon the recommendation of the University Physician. Such fees are determined by the University Physician and are payable upon receipt of a statement from the Cashier. Non-resident students confined to the University Infirmary will be charged \$1.50 per day for meal service.

*This fee includes the use of the Student Union, the Recreation Center, the swimming pool, and admission to inter-collegiate athletic events. It does not include the student activities fee for campus organizations or the lecture-entertainment series. A fee of \$5.00 per semester entitles either a regular or incidental student to admission to the lecture-entertainment series, University Theatre, and movies.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Students who do not qualify to pay the health service fee will be treated at the University Infirmary only in cases of emergency. Standard medical charges will be made for any services rendered.

Course Fees: Certain courses have special course fees to cover materials and other costs. Course fees are listed in the Courses of Instruction section of this bulletin. In applicable cases, these fees will be billed after registration. They will be payable immediately upon receipt of a statement.

Graduation Fee: For degree candidates, a fee of \$10, covering rental of cap and gown and cost of diploma, is payable during the semester in which the requirements for a degree are to be completed. No reduction of the fee is allowed for those receiving degrees in absentia.

OTHER EXPENSES

The foregoing statements cover essentially all of the charges to be paid to the University Cashier. In order that students and parents may develop reasonably accurate budgets, a few other expenses are listed.

Books and Supplies: These are to be paid for as purchased, either from the University Book Store or other available suppliers. The cost varies in accordance with the courses of study, but generally runs \$75-\$125 per year.

Dormitory Furnishings: Students furnish their own pillows, pillow cases, sheets, blankets, bedspreads and towels; and room accessories, such as study lamps, draperies, scatter rugs, wastebaskets, etc.

Uniforms: All students are required to purchase an approved gymnasium outfit. These outfits are available at the University Book Store. The cost ranges from \$11 to \$21. Many laboratory courses require special aprons. Smocks or coveralls are often required in art classes. A number of self-help jobs require special uniforms. Unless the student has advance information as to *exactly* what is required, it is preferable to purchase these items after arrival.

Students who are majoring in nursing will be required to purchase uniforms at the beginning of the junior year. The current estimated cost is \$125.

Dry Cleaning: The University Laundry handles *wash goods only*, the cost of such services being included in the laundry fee. Woolens and other articles requiring dry cleaning must be sent out to local establishments.

TUITION AND REGULAR FEES—GRADUATE STUDENTS

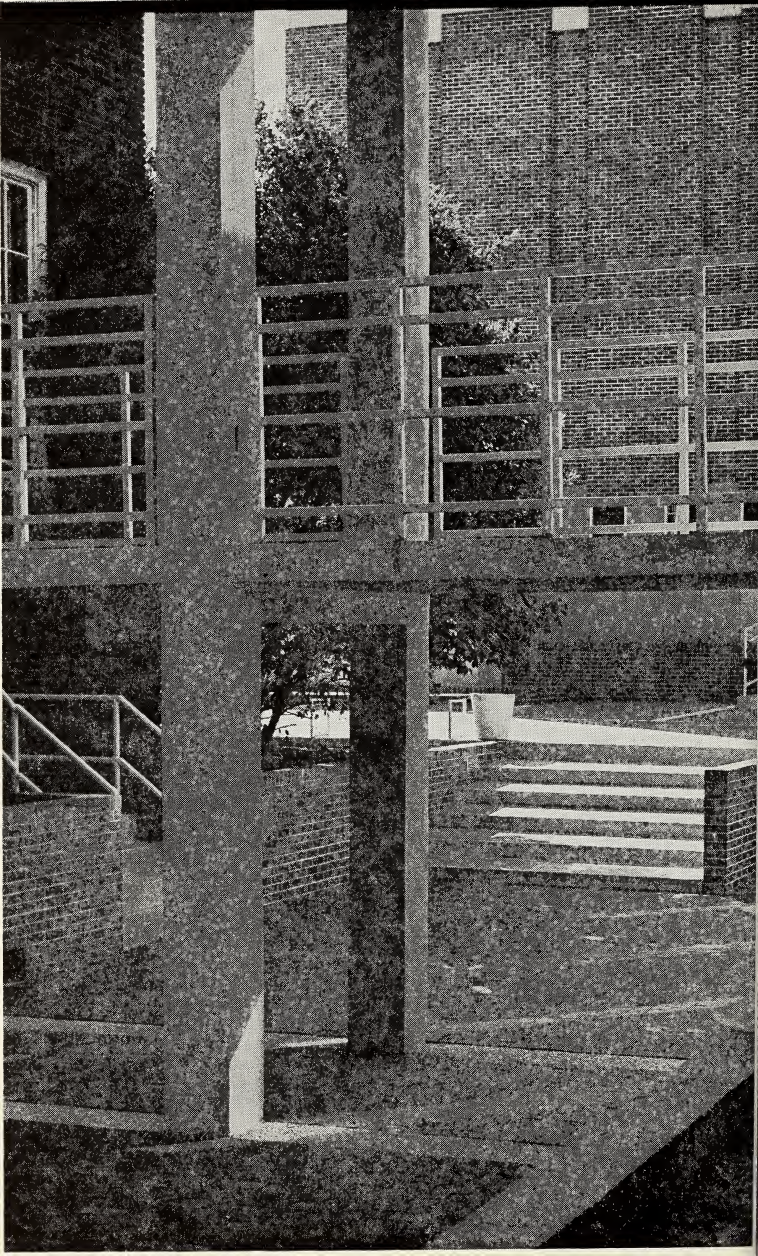
See Chapter VIII and the Graduate School catalog.

REFUNDS

The student's account may be adjusted for withdrawal during the first nine weeks of the semester. The student will receive adjustment of charges for tuition, academic fee, room, board, and laundry; no other fees will be prorated. The student will pay one-tenth of the semester's charges for the above listed charges for each week or part thereof he remains in residence; no adjustment of charges will be made after the ninth week of the semester under any circumstances.

PART III.

Financial Aid



III. FINANCIAL AID

The University makes every effort within the bounds of its available resources to encourage and assist young people of ability and seriousness of purpose to secure a college education. Lack of adequate funds to meet the necessary expenses should not bar a good student who desires to attend college from realizing that desire. If the student is willing to work and seeks financial help, the University will give assistance insofar as is possible and feasible.

Students needing assistance in meeting their expenses while attending the University should discuss the matter with the Student Aid Officer. Resources available include fellowships, scholarships, awards, loans, and opportunities for part-time employment. The Student Aid Office is located in the Administration Building.

The University of North Carolina at Greensboro participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial aid granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Entering students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service, designating the University of North Carolina at Greensboro as one of the recipients, by March 1, 1968. The PCS form may be obtained from a secondary school or the College Scholarship Service, P. O. Box 176, Princeton, New Jersey 08540 or P. O. Box 1025, Berkeley, California 94704.

SCHOLARSHIPS AND AWARDS

The following are arranged alphabetically by the key word in the name of the fellowship or scholarship.

THE ALAMANCE-CASWELL MEDICAL AUXILIARY SCHOLARSHIP. This scholarship was established by the Alamance-Caswell Medical Auxiliary to aid students in health careers. Preference is given to qualified students from Alamance and Caswell counties.

ALUMNI SCHOLARSHIPS. The Alumni Association of the University through its Alumni Annual Giving Program has established six scholarships valued at \$750 each for incoming freshmen. These Scholarships will be awarded for one year only with the understanding that they will be renewed subject to the scholar's performance and conduct being satisfactory to the Alumni Scholars Committee. Alumni Scholars will be selected by the Alumni Scholars Committee on the basis of academic standing, intellectual promise, character, leadership ability, financial need and demonstrated ambition. Inquiries should be addressed to the Alumni Office, University of North Carolina at Greensboro.

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AMERICAN BUSINESS WOMEN'S ASSOCIATION SCHOLARSHIP FUND. The Greensboro Chapters of the American Business Women's Association—Greensboro Charter Chapter, Lou-Celia Chapter, Cardinal Chapter, and Old North State Chapter—established the ABWA Scholarship Fund on March 14, 1963. The earnings from this fund will be used to provide scholarships for deserving women desiring to better themselves through education. The amount of the scholarship awards and the selection of the recipients will be determined by the Scholarship Committee of the University working with the educational chairmen of the chapters involved. Inquiries concerning the ABWA Scholarship Fund should be addressed to the Student Aid Officer, University of North Carolina at Greensboro.

THE STELLA WILLIAMS ANDERSON SCHOLARSHIP IN HOME ECONOMICS. Mrs. Stella Williams Anderson, class of 1923, has established two scholarships valued at \$250 each for undergraduate students majoring in home economics.

ANGELS OF THE THEATRE OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO. Four awards of \$250 each are made annually by the Department of Drama-Speech to outstanding upperclassmen drama-speech majors who serve as undergraduate assistants to the directors of the Theatre in the areas of business management, scenery, lighting, costuming. The Angels of the Theatre of the University of North Carolina at Greensboro are a group of faculty members and citizens who are interested in furthering the cultural life of the University and community by supporting the program of the Theatre.

THE WINFIELD S. BARNEY AWARD. In 1956 the colleagues, friends, and former students of Dr. W. S. Barney, chairman of the Department of Romance Languages, established this fund in his memory. The income from it is used for an award to the senior student of romance languages who has the highest academic average.

THE BORDEN HOME ECONOMICS SCHOLARSHIP AWARD. The Borden Company Foundation, Incorporated, New York City, established at the University an annual scholarship award in the amount of \$300. All senior students majoring in home economics who have included in their curricula two or more courses in food and nutrition shall be eligible for the award. A student will be selected from those eligible on the basis of highest scholastic achievement prior to the senior year.

THE AUBREY LEE BROOKS SCHOLARSHIPS. An endowment fund of approximately \$1,000,000 was established in 1955 by Mr. Aubrey Lee Brooks of Greensboro to promote the education of deserving youth by providing scholarships at the University of North Carolina at Chapel Hill, the North Carolina State University at Raleigh, and the University of North Carolina at Greensboro, to high school graduates selected by the Trustees of the Aubrey Lee Brooks Foundation. Applicants for these scholarships shall be residents of Surry, Stokes, Rockingham, Caswell, Person, Granville, Ala-

FINANCIAL AID

mance, Orange, Durham, Guilford, and Forsyth counties. Applications may be secured from high school principals in the counties named. The scholarships are currently valued at approximately \$700 for each year.

THE HENNIE BYNUM FUND. The late Judge John Gray Bynum bequeathed to the University \$1,000, the income from which is used to aid young women from the Presbyterian Church of Morganton, North Carolina.

THE BESS SCOTT CAUSEY SCHOLARSHIP. Mrs. Nancy Scott Causey Dawson, Class of 1940, established on October 15, 1965, The Bess Scott Causey Scholarship as a memorial to her mother. It will be awarded each year to an outstanding student majoring in creative writing who is entering her senior year.

CLASS OF 1965 SCHOLARSHIPS. The income from a fund established by the Class of 1965 will be given each year to a rising junior who has financial need.

THE CLASS OF 1966 SCHOLARSHIP. This fund was established by the Class of 1966 in memory of Dr. Helen Bedon, Dr. John Bridgers, and Mr. Randall Jarrell. The income from this fund is to be given to students on the basis of financial need.

THE MARY CHANNING COLEMAN MEMORIAL FUND. This fund is established by the staff and the graduates of the Department of Physical Education in memory of Miss Mary Channing Coleman, who was head of the department from 1920 until her death in 1947. The fund offers a scholarship for graduate work in health, physical education, and recreation. The scholarship is awarded to a senior candidate for the degree of Bachelor of Science in Physical Education. If there is no member of the graduating class who meets the conditions of the scholarship committee, the committee shall have the right to award the scholarship to a student who has completed her undergraduate professional education at the University within the preceding five years.

BARBARA AND HERMAN CONE, JR., SCHOLARSHIPS. Mr. and Mrs. Herman Cone, Jr., established The Barbara and Herman Cone, Jr., Scholarships in January 1967. An award will be made each year to a freshman student majoring in music. The value of this scholarship is \$300, renewable each year so long as the student maintains satisfactory scholastic and musical progress. For information write the Dean of the School of Music. Deadline for application is February 1.

MOSES CONE HOSPITAL SCHOLARSHIP-LOAN FUND. This fund was established in 1960 by The Moses H. Cone Memorial Hospital. It provides scholarship-loans of up to \$400 annually to deserving students in nursing. Awards are based on financial need, character, and academic standing.

Cancellation of the Loan: The full amount of each scholarship-loan, including interest, will be canceled for each year of employment immediately following graduation as a full-time nurse at Moses Cone Hospital. During this period the nurse also will receive full nursing salary.

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THE WOMEN'S AUXILIARY OF MOSES CONE HOSPITAL also provides three annual scholarships of \$256 each to students in nursing selected on the basis of financial need, academic standing and character.

Inquiries and applications should be addressed to the Student Aid Officer of the University of North Carolina at Greensboro.

THE DANFORTH SUMMER FELLOWSHIPS. The Danforth Foundation of St. Louis, Missouri, has established two annual fellowships at the University for home economics majors. Each fellowship covers the expenses of the respective award. The recipients of these fellowships are selected by the home economics faculty. One fellowship is to an outstanding junior in home economics for four weeks of study, travel, and recreation in July and August, two weeks in St. Louis and two weeks at Camp Miniwanca of the American Youth Foundation on Lake Michigan. The other fellowship is to an outstanding freshman in home economics for two weeks of study and recreation in August at Camp Miniwanca.

THE MAGGIE E. DAVIS FUND. Established by Mrs. Iva Holland in honor of her mother, Mrs. Maggie E. Davis, this fund provides assistance to students on the basis of financial need when unforeseen expenses arise.

THE HARRIET ELLIOTT SOCIAL SCIENCE FORUM FUND. This fund has been set up as a memorial to Dean Harriet Elliott, who was for many years a professor of political science at the University and Dean of Women for twelve years. The income from the fund will be used for the support of the annual Social Science Forum and for the establishment of scholarships or fellowships in political science.

ESCHEATS FUND. A number of scholarships are given each year to students who are residents of North Carolina, through the Escheats Fund of the Consolidated University of North Carolina.

THE FACULTY SCHOLARSHIP FUND originated with the Fiftieth Anniversary gift of the faculty to the University. Under the leadership of the late professor Helen Ingraham, the fund became a continuing faculty project. Contributions are made annually by the faculty to increase the fund. The income provides an annual award to a junior or senior on the basis of scholarship, leadership and need.

THE LOUISE AND HERBERT FALK SCHOLARSHIP. This scholarship was established in 1960 by Mr. and Mrs. Falk. It provides an annual award of \$250 to a worthy and needy student.

THE HENRY A. FOSCUE INTERIOR DESIGN SCHOLARSHIP. Established by Mr. and Mrs. Henry A. Foscue of High Point, this \$300 scholarship is awarded annually to an undergraduate in the interior design program of the School of Home Economics.

JULIUS I. FOUST SCHOLARSHIP. Supported by an endowment established by Dr. and Mrs. Foust, the scholarship is awarded annually to a rising senior who plans to teach.

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GREENSBORO SYMPHONY ORCHESTRA SCHOLARSHIPS. Music students at the University may compete for performing scholarships offered each year by the Greensboro Symphony Orchestra and the Symphony Guild. Recipients receive a cash award in addition to assignment as a member of the Orchestra. Inquiries should be made at the School of Music.

GREENSBORO BRANCH, GUILFORD COUNTY MEDICAL AUXILIARY SCHOLARSHIP. This fund was established in 1965 by the Greensboro Branch, Guilford County Medical Auxiliary. A scholarship covering tuition and fees is given to a deserving student in nursing from one of the following high schools: Page, Grimsley, Smith, Dudley, Notre Dame, Northwest, Northeast, Southeast, Sedalia, Brown Summit or Gibsonville. The application form may be obtained from the Student Aid Officer of the University of North Carolina at Greensboro.

THE KATHLEEN HAWKINS STUDENT AID FUND. Administered by the Director of Student Aid, this fund is used for students who have special emergency needs. Formerly known as the "Alumni Student Aid Fund," the Alumni Annual Giving Council changed the name to the Kathleen Hawkins Student Aid Fund in recognition of the contribution during her long tenure as Student Aid Officer and of her retirement from that position in 1967.

THE LEONARD B. HURLEY MEMORIAL SCHOLARSHIP. This memorial fund was established by friends of Dr. Leonard B. Hurley, who for thirty-nine years was a member of the University faculty, and for sixteen of those years was head of the Department of English. The income from the fund will be awarded annually to a senior majoring in English.

HOME ECONOMICS STAFF SCHOLARSHIP. This award, supported by contributions from members of the staff of the School of Home Economics, is given annually to an undergraduate on the basis of scholarship and need.

THE INTER-CLASS COUNCIL SCHOLARSHIP. The four classes contribute equally to a \$500 scholarship, which is awarded annually to an incoming freshman chosen by the Scholarship Committee on the basis of merit and need.

THE RANDALL JARRELL WRITING SCHOLARSHIP. This scholarship was established by alumni and friends in memory of Randall Jarrell, poet, critic and for nineteen years a member of the University Faculty in the Department of English. The award will be made annually to a student on the basis of creative imagination, writing ability and interest in writing. Inquiries concerning this scholarship should be addressed to the Student Aid Office, University of North Carolina at Greensboro.

THE DR. ELISABETH JASTROW SCHOLARSHIP. Friends of Dr. Elisabeth Jastrow, Professor Emeritus of art history, have established this scholarship in her honor for a worthy junior (not necessarily an art major, but one who is enrolled in a course in art history, or who has been enrolled in

a course in art history). Application for the scholarship may be made directly by the interested student. Faculty members have the privilege of making recommendations. Applications for the scholarship should be filed with the head of the Art Department by April 1 prior to its use in the fall.

THE JEFFERSON STANDARD SCHOLARSHIPS. These scholarships were established by Jefferson Standard Life Insurance Company in 1961. A grant of \$4,000 annually supports a maximum of four Jefferson Standard Scholars, chosen on the basis of character, scholarship, leadership, and financial need. An award of \$1,000 will be made each year to an incoming freshman woman. The scholarship is renewable subject to satisfactory performance by the scholar. The deadline for applications is February 15.

BETTY BROWN JESTER. Alumnae and friends of Betty Brown Jester, former alumnae secretary, have established a fund in her honor. The income is given annually to a needy student.

MARY FIELDS JONES MEMORIAL SCHOLARSHIP. This scholarship, established by the alumnae of Cumberland County, is given annually to a student from Cumberland County.

THE ALBERT S. KEISTER SCHOLARSHIP IN ECONOMICS. This scholarship was established by Mrs. Albert S. Keister and her daughters: Adelaide Keister Dotten '33, Mary Elizabeth Keister '34, Katherine Keister Tracy '36, Phyllis Keister Schaefer '39, Jane Keister Bolton '43, Alice Keister Condon '48, in honor of Dr. Keister who served thirty-three years as a member of the University Faculty and for thirty-two of these years as head of the Department of Economics. The scholarship will be awarded annually to a rising junior or senior who is majoring in economics. Additional information may be obtained by writing to the Student Aid Office, University of North Carolina at Greensboro.

THE ROXIE ARMFIELD KING SCHOLARSHIPS. The Roxie Armfield King Scholarships are made possible through the generosity of the late Mrs. Roxie Armfield King, a long-time resident of Guilford County. Mrs. King bequeathed to the University of North Carolina at Greensboro a substantial sum, the income from which is used for the purpose of giving encouragement and financial assistance to worthy students who are residents of North Carolina.

THE VERA LARGENT SCHOLARSHIP IN HISTORY. Established by a bequest of the late Miss Vera Ione Largent, Professor Emeritus of History, this grant is to be awarded to a rising senior history major to be selected by a committee composed of the head of the Department of History and two other senior members of the Department.

THE SPENCER LOVE SCHOLARSHIPS IN FINE ARTS. The Martha and Spencer Love Foundation established the Spencer Love Scholarships in Fine Arts which will be awarded to four incoming freshmen each year. The scholarships are valued at \$500 and will be renewable provided the

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scholastic record and conduct of the scholar are satisfactory to the Spencer Love Scholarship Committee. Requests for information concerning these scholarships should be addressed to the Student Aid Officer, University of North Carolina at Greensboro. Deadline for applications is February 1.

THE MRS. CHARLES D. MCIVER MEMORIAL SCHOLARSHIP FUND. This fund was established from a legacy of the late Dr. Anna M. Gove. The income from the \$5,000 gift is awarded "every other year as a scholarship to some capable, well-trained and upright junior or senior who is planning to study for and secure the degree of Doctor of Medicine."

THE MENDENHALL SCHOLARSHIP FUND. Miss Gertrude Whittier Mendenhall, head of the Department of Mathematics from the founding of the University until her death in 1926, left a fund of \$2,091.41 to endow a scholarship to be named in honor of her aunt, Judith J. Mendenhall. The will provides that a faculty committee award the scholarship annually to a deserving student "who has made good records in preparatory and freshman mathematics and who desires to do higher work in mathematics and allied sciences."

THE JAMES G. K. MCCLURE EDUCATIONAL AND DEVELOPMENT FUND, INC. This fund provides a limited number of scholarships to qualified freshmen from Alleghany, Ashe, Avery, Buncombe, Burke, Caldwell, Cherokee, Clay, Graham, Haywood, Henderson, Jackson, Macon, Madison, McDowell, Mitchell, Polk, Rutherford, Swain, Transylvania, Watauga, Yancey counties.

The value of each scholarship is \$300. The awards are based on the "high school record for both scholarship and leadership, evidence of Christian character, intellectual promise, demonstrated ambition, and financial need."

THE GRACE VAN DYKE MORE MEMORIAL SCHOLARSHIP. Miss Grace Van Dyke More, a member of the faculty of the School of Music for twenty-two years, bequeathed to the University an endowment of \$3,000 which has been supplemented by a gift of \$600 from Edna Williams Curl, '33 and Nita Williams Dunn, '28. The income is awarded annually to a student in music education.

THE HATTIE DEBERRY MEISENHEIMER SCHOLARSHIP FUND. The income from a trust created under the will of the late C. A. Meisenheimer is used for scholarships honoring the memory of Mrs. Meisenheimer, an alumna of the University at Greensboro.

MUSIC SCHOLARSHIPS. A number of scholarships are available to majors in the School of Music who are outstanding performing musicians. Awards are made upon the recommendation of the Dean of the School of Music.

DOROTHY VAN DEUSEN OPDYKE. Funds for this scholarship are provided by the Southern Baptist Convention for the benefit of needy students from the mountains.

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PALMYRA PHARR SCHOLARSHIP FUND. Dr. Fred W. Morrison, a former member of the University faculty, established this fund in 1942 in honor of his mother, Palmyra Pharr Morrison, and has made subsequent additions to the fund. The value of the fund is \$64,404. Preference is given to residents of Rowan and Cabarrus counties.

PHI BETA KAPPA SCHOLARSHIP. The John E. Bridges, Jr., Scholarship Award of \$100 is given by Epsilon Chapter of Phi Beta Kappa in North Carolina every year to that junior who has made the highest average in her class in her first two years at The University of North Carolina at Greensboro.

CHARLES W. PHILLIPS SCHOLARSHIP FUND. This fund was established by the Class of 1962 in honor of Charles W. Phillips who retired on July 1, 1962, after serving the University for twenty-seven years. At the time of retirement he was Director of Public Relations and Extension. The income from the fund will be awarded annually to a deserving student in need of financial assistance.

HELEN LEE PICKARD MEMORIAL FUND. This memorial scholarship has been established by friends of Helen Lee Pickard, who for many years was assistant to the business manager at the University. The income from the fund is given annually to a needy student.

THE PILOT LIFE INSURANCE SCHOLARSHIP. A single scholarship was granted by the Pilot Life Insurance Company in January, 1965. The award of \$750 made to a student on the basis of character, scholarship, leadership, and financial need, is renewable for four years subject to satisfactory performance by the scholar.

PIXIE PLAYHOUSE AWARD IN DRAMA. Each year an award of \$250 is made to an outstanding upperclassman drama-speech major who is especially interested in children's theatre. The Pixie Playhouse makes the award upon recommendation of the Department of Drama-Speech. The Pixie Playhouse is composed of the University Theatre, the Greensboro Junior League, and the Greensboro City and Guilford County school systems, and produces a series of plays for children each year. The assistantship is in business management.

QUOTA CLUB OF GREENSBORO—QUOTA INTERNATIONAL, INC. SCHOLARSHIP. A \$400 scholarship, based on merit and need, is presented to a senior female student majoring in Speech Pathology and Audiology. The monies should be used for tuition and fees payment. In accepting this scholarship, the student is urged to secure a position in her profession in North Carolina for a period of one year following graduation.

EUNICE KIRKPATRICK RANKIN SCHOLARSHIP. This memorial scholarship has been established by the alumnae of the Atlanta chapter.

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MYRTLE SPAUGH REEVES SCHOLARSHIP FUND. Mrs. Elizabeth Reeves Lyon, Class of 1938, has established the Myrtle Spough Reeves Scholarship Fund in honor of her mother. The income is used to support a scholarship awarded annually to a student registered or registering as an art major.

THE KATHARINE SMITH REYNOLDS SCHOLARSHIPS. These scholarships were established by the Zackary Smith Reynolds Foundation on November 16, 1962, as a memorial to Mrs. Katharine Smith Reynolds. Scholarships will be awarded each year to twelve incoming freshman women from North Carolina who have been nominated by their high schools. The selection will be based on scholarship ability, character, leadership, and need. The scholarships are valued at \$1,400 a year and are renewable subject to satisfactory performance by the scholars. The deadline for nominations is January 20.

SCHOLARSHIP IN SCIENCE. The Faculty Science Club offers a scholarship to a rising junior, a rising senior, or a graduating senior majoring in any department represented in the Science Club. The award is made on the basis of scholarship, personality, and financial need. The fund for the award consists of a percentage of the dues of members of the Science Club, contributions which the various student organizations in science may make, and of gifts from members of the Science Club and from others interested in science.

SEARS-ROEBUCK FOUNDATION SCHOLARSHIPS. Scholarships of \$200 are given each year to three graduates of North Carolina high schools who wish to enter the School of Home Economics. Funds for the scholarships are provided by the Sears-Roebuck Foundation. Preference is given to students from rural areas, and awards are made on the basis of need, scholastic record in high school, participation in 4-H club projects and other community activities.

THE ANNA HOWARD SHAW SCHOLARSHIP FUND. The late Miss Lucy B. Anthony of Moylan, Pennsylvania, established this fund to keep alive the memory of Dr. Anna Howard Shaw. The scholarship is awarded annually to an outstanding student in the field of social science.

MARY ELIZA SPICER SCHOLARSHIP. This award of \$200 is given annually to a freshman with interest in the romance languages. It is granted at the end of the first semester on the basis of demonstrated ability in French or Spanish, high school preparation and need. This fund was established by Pierce T. Angell and daughter, Susan Spicer Angell, in memory of Mary Eliza Spicer Angell, Class of 1929.

THE SUSAN STOUT SCHOLARSHIP. Established by her family, her classmates, and friends, the scholarship is a memorial to Susan Stout, Class of 1958. The award is made annually to the rising senior major in physical education with the highest academic average for six semesters.

CORNELIA STRONG MEMORIAL. Miss Cornelia Strong, a professor of mathematics at the University from 1905 until the time of her retirement

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in 1948, left in her will a bequest for the Department of Mathematics. This sum of money, together with gifts made in her memory by friends and relatives, has been set up as a memorial fund and is used to aid mathematics students recommended by the mathematics staff.

THE DAVID SPURGEON AND WINCY JULETTE BLACK SUMNER SCHOLARSHIP. Established by Miss Laura Sumner in memory of her parents, David S. and Wincy Juliette Black Sumner, the income from the fund is to be awarded to students from Randolph County who plan to pursue studies in the Humanities. The grant is based on academic merit and financial need. It is renewable for four years if the recipient maintains satisfactory academic progress.

W. RAYMOND TAYLOR SCHOLARSHIP IN DRAMA. An award of \$250 is made each year upon the recommendation of the Head of the Department of Drama-Speech to a major in drama-speech. The fund was established by the Broadway Theatre League of Greensboro in honor of W. Raymond Taylor, who was for over thirty years director of drama at the University.

THE UNITED DAUGHTERS OF THE CONFEDERACY SCHOLARSHIPS. The North Carolina Division of the United Daughters of the Confederacy offers scholarships at the University to descendants of Confederate veterans. These scholarships are worth \$175 each.

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL each year offers a scholarship to a graduate of the University at Greensboro. Its value is \$1,000. Application is made to the Administrative Board, Graduate School, University of North Carolina at Greensboro.

UNIVERSITY STORES. Profits derived from the operation of campus stores and merchandising activities are devoted to grants-in-aid to students selected on the basis of character, citizenship, and complete compliance with all requirements of the University pertaining to admission and normal academic progress.

HENRY WEIL FELLOWSHIP FUND. The late Mrs. Henry Weil of Goldsboro, North Carolina, established in memory of her husband a fund now amounting to \$22,000 known as the Henry Weil Fellowship Fund.

- (1) The Henry Weil Fellowship shall be awarded each year to a member of the graduating class, but if there is no member of the class who meets the conditions of the award, the committee shall have the right to award the fellowship to a member of any class graduating within the preceding five years.
- (2) A committee shall be appointed by the Chancellor to assist in making the award.

THE MINA WEIL MEMORIAL SCHOLARSHIP FUND. In memory of her mother, Mrs. Mina Weil, Miss Gertrude Weil has given \$3,000 for the

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establishment of a scholarship in the social sciences. The income from this fund is awarded annually to a member of the junior or senior class who is majoring in a social science.

THE MINA WEIL SCHOLARSHIP FUND. Mrs. Janet Weil Bluethenthal has established an endowment of \$6,000 in honor of her mother. The income from this fund is granted for scholarships.

MINA WEIL SPECIAL SCHOLARSHIP FUND. The grandchildren of Mrs. Mina Weil established this scholarship as a memorial to her. It is awarded each year to a deserving student in need of financial assistance.

THE WINFIELD SCHOLARSHIP FUND. Miss Martha Elizabeth Winfield, for many years a professor of English in the University, left an endowment of \$3,000. The income is awarded each year as a scholarship to a needy junior or senior of promise in the Department of English.

ANNIE McIVER YOUNG SCHOLARSHIP. Mrs. Annie McIver Young, daughter of Charles Duncan McIver, bequeathed to the University the sum of \$5,000, the income from which is given annually to an earnest, needy senior.

The following alumni chapters have established scholarships for worthy students: Forsyth, Sampson, Greensboro, Wake, Columbia, S. C., Atlanta, Ga., and the Greater Washington Area.

LOAN FUNDS

Loans are based on the scholarship of the student as well as on her financial needs. The total amount available for any student is limited. All loans are secured by notes signed by the borrower and two guarantors. Interest at three per cent begins in June after graduation or after withdrawal from the University at Greensboro. Loan funds are listed herein alphabetically by the key word in the name of the fund.

Name of Fund and Donor	Amount as of June 30, 1967
Alamance County Chapter of the Alumnae Association	\$ 882
Alumnae Class Organ	1,218
Alumnae Loan and Scholarship	37,469
Sarah Atkinson; Class of 1939	483
Austin; gift of Miss Emily S. Austin, Class of 1901	1,306
Annette Beck; Class of 1956	126
Boyd; gift of Mrs. James Boyd	459
Bryant; bequest of Victor S. Bryant	9,530
Gladys Bullock Memorial; Mrs. S. F. Bullock	397
Daphne Carraway Memorial; Miss Irma Carraway, Class of 1897	1,034
Class of 1925	262
Class of 1929	742

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Class of 1932	400
Class of 1933	89
Class of 1935	677
Class of 1936	580
Class of 1940	261
Judge E. B. Cline; Mrs. E. B. Cline	50
Laura H. Coit; faculty and students	4,931
Ida Houghton Cowan; Miss Ida H. Cowan, Class of 1902	206
Federation of Women's Clubs	204
Mollie K. Fetzer; T. J. Fetzer	975
Frank P. Graham; Emergency	553
Martha Irvin Groome Memorial;	
Miss Ina Lee Groome, Class of 1934	166
Claude Heath; Mrs. W. O. Nisbet	140
Home Economics Club	745
Lucille Horn Memorial; Alumnae of Davie County	50
Ivey; gift of J. B. Ivey	365
North Carolina Association of Jewish Women	412
Nancy Lee Kiser Memorial; Class of 1958	104
Flora Patterson Lane; Mrs. Jean Lane Fonville	206
Bertha Marvin Lee Memorial; Miss Cornelia Strong	158
Liberty Hall Chapter Daughters of the	
American Revolution Membership Memorial	2,020
Elizabeth Crow Mahler; Miss Sue May Kirkland	437
Katharine Mavity Martin; Faculty Wives Club	300
Masonic Theatre Educational Fund of New Bern;	
Scottish Rite Masons of Eastern North Carolina	570
McIver; Alumnae of the College	19,463
McLean; gift of Miss Jessie McLean	81
Virginia Barker Moffitt Memorial;	
Mr. and Mrs. J. Rankin Parks, Miss Serena Parks	210
Lily Conally Morehead; Mrs. Lily Mebane	9,639
Musgrove Memorial;	
Mrs. Jeannette Musgrove Bounds, Class of 1914	260
May Oettinger Memorial; Business and Professional	
Women's Club of Kinston, North Carolina	968
Rebecca Christine Phoenix Memorial;	
Mr. John J. Phoenix and family	369
Camilla Croom Rodman; Col. W. B. Rodman	
Winfield H. Rogers; Quill Club of 1947	195
Royal Arch and Knights Templar	5,178
Patty Spruill Memorial;	
Katherine D. Spruill, Commercial Class of 1931	550
Lizzie Stewart; bequest of Florence Stewart, Class of 1905	5,267
Student Government of 1935	471
Students	9,609

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Mary McLean Taylor Memorial;	
Carrie McLean Taylor, Class of 1926	392
Carrie MacRae Tillett Memorial; Mrs. C. W. Tillett	129
Town Students	80
Mrs. Hazel Ervin Wheeler Memorial Loan Fund;	
The Halifax County Home Demonstration Clubs	248
Ruth Gooding Worley;	
Mrs. Ruth Worley Simmons, Class of 1935	198
Doris Wright Memorial; citizens of Wilkes County	3,349
Pearl Wyche; bequest of Pearl Wyche, Class of 1903	1,080

FEDERAL STUDENT LOAN FUNDS

The University participates in the student loan fund program established under the National Defense Education Act of 1958, and the Nursing Student Loan Program established under the Nurse Training Act of 1964. For detailed information concerning these programs, write to the Student Aid Office.

EDUCATIONAL OPPORTUNITY GRANTS

This program was established by Congress under the Higher Education Act of 1965. Direct grants of gift assistance are awarded to students on the basis of exceptional financial need and creative or academic promise. The Educational Opportunity Grant may not exceed one-half of the student's total need for financial assistance. The remaining half of the student's demonstrated need is met by matching the grant with other forms of financial aid.

STATE SCHOLARSHIP LOAN FUND

The 1957 General Assembly enacted legislation establishing a Scholarship Loan Fund for Prospective Teachers. A limited number of awards of not more than \$350 are provided annually.

The fund is administered by the State Superintendent of Public Instruction, Raleigh, North Carolina. All scholarship loans are evidenced by notes which bear interest at the rate of 4% per annum from September 1 following fulfillment by a prospective teacher of the requirements for a teacher's certificate based upon the bachelor's degree.

Scholarship loans, together with 4% interest thereon, *may be canceled by teaching one full year in North Carolina for each annual scholarship received.* Consideration for a scholarship loan is given to the aptitude, purposefulness, scholarship, character and financial need of the applicant.

For detailed information concerning the State loan scholarship program, write to the Prospective Teachers Scholarship Loan Fund, State Department of Public Instruction, Raleigh, N. C. Deadline for applying is March 1.

NORTH CAROLINA MEDICAL CARE COMMISSION

The N. C. Medical Care Commission offers financial assistance to selected North Carolina students. Loans are confined to specific studies in the medical and other health related professions for students who agree to practice their specialties in communities of limited population and specified health programs in North Carolina. For complete information, write to the N. C. Medical Care Commission, Raleigh, North Carolina.

PART-TIME EMPLOYMENT

There are a number of opportunities for part-time employment on campus. Students work in the dining halls, in the library, and in various departments. Applications for work assignments are filed with the Student Aid Office.

COLLEGE WORK-STUDY PROGRAM

The University participates in the Work-Study Program under Title IC of the Economic Opportunity Act of 1964. Jobs are available to students from low income families. Under this program students can work up to 15 hours a week. Applications are available from the Student Aid Office.

VOCATIONAL REHABILITATION

The State of North Carolina provides financial assistance (equal to tuition and other regular fees in the University) for residents of North Carolina who are physically handicapped. For further information write directly to the N. C. Vocational Rehabilitation Division of the State Department of Public Instruction, Raleigh, N. C.

PART IV.

Admission



IV. ADMISSION

GENERAL INFORMATION

The University of North Carolina at Greensboro accepts applications for admission to two groups, namely:

Undergraduate Students—those seeking admission to this group must have graduated from an accredited secondary school or must have completed special examinations required by the Admissions Policies Committee.

Graduate Students—those seeking admission as graduate students must hold a bachelor's degree from a college or university approved by the appropriate regional accrediting association. For more detailed information, please see Chapter VIII of this bulletin or the graduate bulletin.

All inquiries regarding the admission of undergraduate students should be addressed to the Director of Admissions, The University of North Carolina at Greensboro, Greensboro, N. C. Inquiries about graduate study should be addressed to the Dean of the Graduate School, The University of North Carolina at Greensboro, Greensboro, N. C.

Application may be made for admission to regular terms beginning in September and January, and to the summer sessions beginning in June and July. Early application for any term is advisable. Applications from degree candidates for the fall semester must be submitted prior to August 15. Applications for the spring semester must be submitted prior to December 15. Special and unclassified students are not required to meet these deadlines. The University reserves the right to withhold the admission of any applicant who ranked in the lower half of his graduating class in high school, or for other cause. The University reserves the right of final decision in the assignment of rooms.

The University at Greensboro is on the approved list for the Veteran's Administration and may accept students for regular courses. For more detailed information, write the Registrar.

ADMISSION TO THE UNIVERSITY UNDERGRADUATE CURRICULA

Admission to the University undergraduate curricula will be limited to applicants who can qualify under one of the following provisions:

New Freshmen—students who meet requirements for admission to the freshman class as stated below and who have earned fewer than 24 semester hours of college credit.

Transfer Students—students who meet requirements for admission as undergraduate students and who have earned at least 24 transferable semester hours of credit in another college or university. See the paragraph below headed Admission of Transfer Students to Advanced Standing.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Former Students—students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula at the University at Greensboro but who did not complete the previous semester at the University.

Unclassified Students—students who meet the same entrance requirements as regular students, who wish to earn college credits, and who have the approval of the dean of the school or the head of the department in which the courses are to be taken. Such students must abide by the same regulations as regular students. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.) If at a later date an unclassified student changes to regular status, the credits earned while he was unclassified will be accepted only if he has satisfactorily completed the proper prerequisites.

Special Students—mature students who do not wish to earn college credit or work for a degree because of irregularities in qualifications or because of personal objectives. Such students who wish to audit *lecture* courses may be admitted by the Director of Admissions with the approval of the dean of the school or the head of the department in which the courses are to be taken. Special students who wish to enroll in a course in which individual instruction is given and where student participation is essential to the course must meet the same entrance requirements as regular students. (Applicants may be asked to take special tests in lieu of the Scholastic Aptitude Test of the College Entrance Examination Board.)

APPLICATION FEE. Undergraduate applicants for admission are required to submit an application fee of \$10 with the application form. This fee is charged to cover the cost of processing the application; therefore, it is nonrefundable for all students and is not applicable toward the first payment for students who enroll.

ENROLLMENT DEPOSIT. In order to confirm his intention to enroll, each student admitted under the regular admissions program must submit a nonrefundable deposit of \$50. Payment is to be sent directly to the Admissions Office as early as possible after the student receives notice of admission but no later than May 1 for students who are entering the following September. If the deposit is not received by May 1, the student's application will be canceled.

ADMISSION BY SPECIAL EXAMINATION. The Admissions Policies Committee will review the application of a student who did not complete high school work if he presents fifteen acceptable units with no deficiencies and takes the Scholastic Aptitude Test and three Achievement Tests of the College Entrance Examination Board.

EARLY DECISION PLAN. The University of North Carolina at Greensboro offers early acceptance by November 15 of the student's senior year in

ADMISSION

high school for the well qualified student who has definitely decided to enter the University at Greensboro if admitted. To be considered under the Early Decision Plan, a student must take the Scholastic Aptitude Test of the College Entrance Examination Board during the junior year in high school and must complete the application by October 1 of the senior year.

Requirements for admission under this plan are more selective than under the regular admissions program. Students whose applications are not accepted under the Early Decision Plan will have their applications reviewed as regular candidates. Students who are accepted under the Early Decision Plan must submit the \$50 deposit by January 20.

ADVANCED PLACEMENT PROGRAM. A student who participates in the Advanced Placement Program of the College Entrance Examination Board may have his record considered for advanced placement and/or credit at the University. He should instruct the College Entrance Examination Board to forward his credentials to the University at Greensboro upon completion of the examination in May of the senior year in high school.

ADMISSION TO THE FRESHMAN CLASS. Admission to the freshman class implies that the applicant may eventually become a candidate for a Bachelor's degree. A candidate for admission to the freshman class should submit on forms obtained from the Director of Admissions an official record of his secondary school course and recommendations from the principal as to his character and ability.

Each applicant must take the Scholastic Aptitude Test of the College Entrance Examination Board, preferably in November or December of the senior year in high school. For information about the Scholastic Aptitude Test, applicants should write to the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey. The College Entrance Examination Board makes a moderate charge for these tests. It will advise the applicants of the time and place where the tests will be given. Applicants must request the Board to send their scores on these examinations directly to the Office of Admissions, The University of North Carolina at Greensboro.

Those students who have been admitted as freshmen must take Achievement Tests (afternoon testing) administered by the College Entrance Examination Board. They are used for placement purposes *only* and do not affect admission. It is recommended that they be taken preferably in March or May of the senior year.

The English Composition and Foreign Language Tests (Reading and Listening Comprehension for spoken languages) should be taken. The third test is optional and should be appropriate to the student's intended major.

A recent medical report will be required. The appropriate form will be sent with the letter of admission.

An applicant for admission to the freshman class may be admitted by certificate after graduation from an accredited school, or by examination.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

He should present at least fifteen acceptable units of credit. A unit is defined here as credit given for a course taken in secondary school which meets for one period daily during the entire school year. For admission to candidacy for any Bachelor's degree, the student must present eleven and one-half of the fifteen units in the following subjects:

English	4
Foreign language (no credit recognized if less than two years in one foreign language is offered)	2
Mathematics (Algebra 1½, geometry 1)	2½
Social Science (history 1, elective in history, economics, sociology, or civics 1)	2
Science	1

For the Bachelor of Arts in Music or the Bachelor of Music degree, entrance units in music must be established. This work is usually taken in private lessons.

The remainder of the fifteen units may include additional study in any of the courses above and also from the following: art, Bible, music, biology, chemistry, general science, physics, foreign language, solid geometry, plane trigonometry, geography, speech, home economics, commercial arithmetic, shorthand, typewriting, bookkeeping. Not more than 3 units in vocational subjects (*i.e.*, shorthand, typewriting, bookkeeping, home economics) taken in secondary school may be included in the 15 units required for admission to the University. Entrance credit will not be granted for subjects carrying less than one-half unit.

Students who have not completed some of the prescribed units but who are otherwise qualified for admission may submit their credentials and will be given special consideration if their records warrant.

Every effort should be made to remove entrance deficiencies during the summer before entering college. Students are usually required to remove these deficiencies as a condition of admission. However, if students are allowed to enroll at the University with deficiencies, these deficiencies must be removed before the student can be classified a sophomore.

ADMISSION OF TRANSFER STUDENTS TO ADVANCED STANDING. A student transferring to this institution from another college or university must fulfill the requirements for admission to the freshman class. Scores on the Scholastic Aptitude Test are required if the student has fewer than 24 semester hours that will transfer to the University. An official transcript from the secondary school and from each college previously attended showing honorable dismissal must be presented. Recommendations should be sent from each institution previously attended. A catalog of the institution from which he transfers, marked to indicate the courses taken, should accompany the application. (Applicants may be asked to take special tests as a condition of admission.) Application forms

ADMISSION

and official transcripts should be filed with the Director of Admissions before April 1 for those seeking to enter the fall semester, and before December 1 for those seeking to enter the spring semester.

Transfer students who enter the University after attendance at junior colleges will receive transfer credit for no more than 64 semester hours plus two semester hours of physical education.

Applicants from non-accredited institutions (see "Transfer Credit," page 93) must meet the requirements in effect for admission to the freshman class, including a satisfactory high school record and scores on the Scholastic Aptitude Test, as well as meeting the *C* average requirement for transfers explained below.

An average of at least *C* in all previous college work attempted and in transferable courses is required for admission to advanced standing. A course passed with the lowest passing grade at another institution does not give hours credit toward graduation but may be used to satisfy a subject requirement of the University. The quality as well as the quantity of the student's previous college work will receive consideration when credit to be allowed is determined. Should the student's work during the first year at the University prove unsatisfactory, the amount of transfer credit allowed may be reduced.

ADMISSION OF FORMER STUDENTS. Students entitled to honorable dismissal and in good standing who were previously enrolled in the undergraduate curricula but who did not complete the previous semester should apply for readmission to the Director of Admissions. If such students have earned credits at another college or university since last attending the University at Greensboro, they must submit an official transcript of credit from that institution before they can be readmitted.

HOUSING

The University reserves the right to approve the housing of all students whether they live on or off the campus. The administration is authorized to establish minimum standards of health, safety, and general welfare in regard to housing and to require that students maintain their residence in quarters which comply with these standards. The University houses students without regard to race, creed, or national origin.

Every student is required to keep on file in the appropriate office the complete and correct address of his place of residence, both home and local.

SUMMER SESSION

The University at Greensboro operates a Summer Session of two six-week terms. Classes are organized on a two-, four-, or six-week basis, enabling students to carry on a program of studies in the various departments best suited to their summer needs. Upper-division undergraduate

courses and graduate courses are open to graduate students desiring credit on their advanced degree programs or renewal of their teaching certificates. When possible to do so, students may carry any combination of two-, four-, or six-week courses as long as they do not carry a load of more than one credit hour per week. Special workshops and conferences enrich the opportunities for summer session study.

Graduate students contemplating the continuation of their study during the summer, or initiating summer work, should make application to the Graduate School at Greensboro and apply for summer study through the office of the Director of the Summer Session.

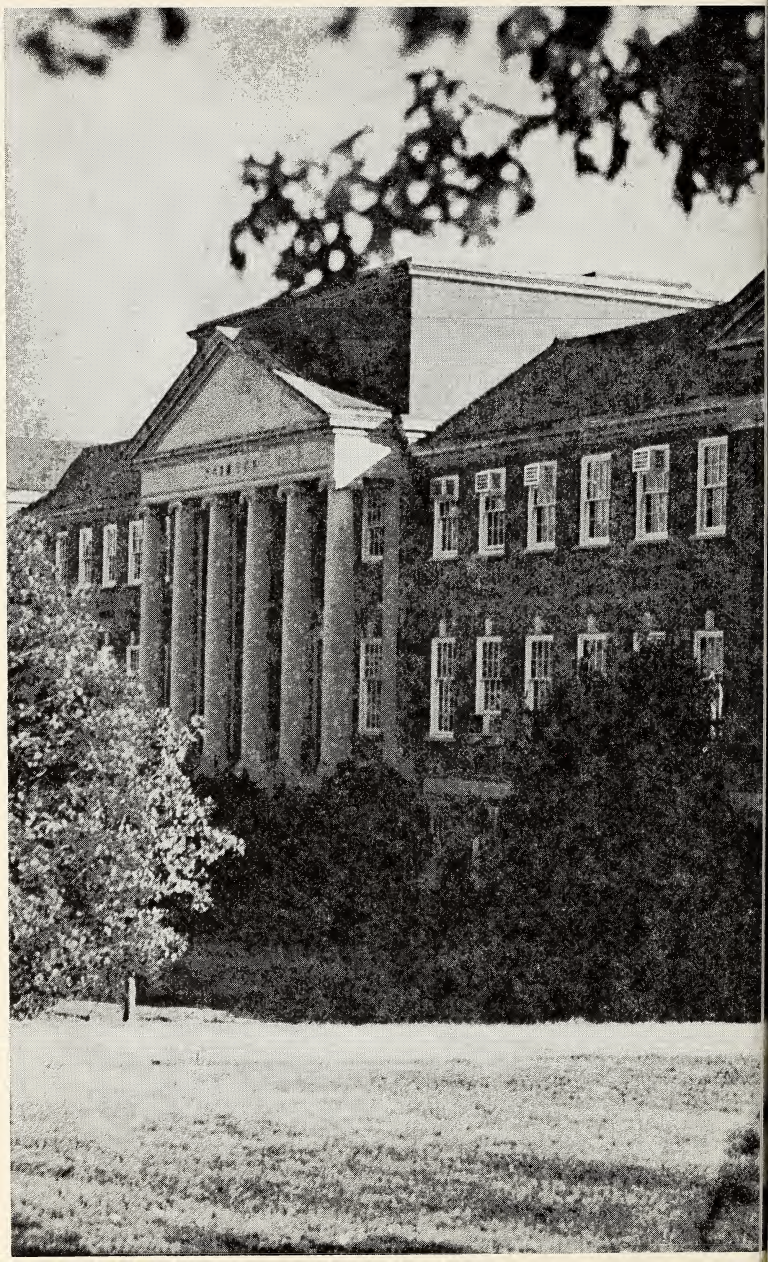
EXTENSION COURSES, WORKSHOPS, INSTITUTES, AND SPECIAL ACTIVITIES

The University of North Carolina at Greensboro desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate, and to offer to them and to other citizens of the state cultural and professional courses. The State does not provide this service except as it may be self-supporting; but afternoon or evening courses can be arranged at a minimum cost to persons on or off the campus. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged. For graduate students who register for extension work, up to 6 semester hours of graduate credit may be counted toward the Master's degree.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, The University of North Carolina at Greensboro, Greensboro, N. C.

PART V.

Degrees



V. DEGREES

GENERAL INFORMATION

The University of North Carolina at Greensboro is a member of the Southern Association of Colleges and Secondary Schools, the Association of American Colleges, the American Council on Education, American Association of Colleges for Teacher Education, the North Carolina College Conference, and the National Commission of Accrediting. Its graduates are eligible to membership in the American Association of University Women.

The University confers eight undergraduate degrees: Bachelor of Arts, Bachelor of Music, Bachelor of Science in Home Economics, Bachelor of Science in Physical Education, Bachelor of Science in Secretarial Administration, Bachelor of Fine Arts, Bachelor of Science in Medical Technology, and Bachelor of Science in Nursing. Certain curricula of the Graduate School of the University are offered. These curricula are in the fields of Art, Biology, Chemistry, Business Education and Secretarial Administration, Drama and Speech, Education, English, French, History, Home Economics, Music, Physical Education, Psychology, and Fine Arts.

The minimum quality point ratio (see p. 98) required of all Bachelor's degrees is 2.0. The two years of required physical education are not included in this computation.

A student who qualifies may do honors work (see p. 82).

Courses primarily for freshmen are designated as Grade I, numbered 100-199; those primarily for sophomores as Grade II, 200-299; those primarily for juniors and seniors as Grade III, 300-399. Grade IV, 400-499, indicates courses primarily for seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students; courses numbered 600-699 are open only to graduate students.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

The minimum requirement for the degree of Bachelor of Arts is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 98). The hours required must include the following:

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	12
History 101-102 ¹	0- 6
Social science (above Grade I)	6
Foreign language	6-18
Natural science and mathematics	12-14
Physical education	2
Major subject above Grade I	24-36
Electives and other non-major requirements including teacher certificate	20-62
	<hr/> 122

These requirements are subject to the following restrictions:

Foreign Language:

The languages which meet this requirement are French, German, Greek, Latin, Russian, and Spanish. The following criteria will be employed in determining the number of hours required:

High School language confirmed by examination	<i>S.H.</i>
1. Less than 2 years	18
2. 2 to 3 years	12
3. 4 years (if language offered is continued)	6

Humanities:

The humanities required may be met by the following:

- A. English 211 3 hours
- B. English 202 or 212 or 252² 3 hours
- C. Six hours from the following 6 hours
(At least three hours credit must be taken from approved
humanities electives in art, drama, music, dance, or
philosophy.)
- Art 105, 325, 330, 334, 341, 349
- Classical Civilization 111, 335, 336, 397, 398
- Drama 121, 581, 582
- English 105, 201, 202, 212, 251, 252, 337, 338, 339, 340, 342,
343, 344, 345, 346, 357, 358, 359, 360, 371, 536, 541, 550,
555, 556, 582
- French 207, 208, 313, 327, 330, 331, 333, 340, 545, 558, 568,
573
- German 205, 206, 317-318, 321, 322, 325, 326, 327, 328, 332,
345, 346, 401

¹For exceptionally well qualified students, this requirement can be waived by examination.

²In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

REQUIREMENTS FOR BACHELOR'S DEGREE

Greek 201-202, 203-204, 325, 326, 401, 402, 403, 404
History 215, 216, 549, 550, 569, 570
Home Economics 504, 514, 536
Latin 103-104, 201-202, 301, 302, 303, 326, 333, 402
Music 141, 331, 332, 341, 342
Philosophy 111, 221, 231, 232, 321, 322, 323, 348
Physical Education 354, 522, 523
Spanish 207, 208, 321, 324, 326, 329, 334, 510, 515, 520, 525

No student may meet the Humanities "C" requirement by work in his major field. Courses taken as part of the Foreign Language requirement cannot also be counted as part of the Humanities requirement. A course taken to meet the Humanities "B" requirement cannot also be counted as part of the Humanities "C" requirement.

Natural Science and Mathematics:

The following combinations of courses will meet this requirement:

*If first year science or
mathematics was:*

Second year must be:

Biology	Chemistry, mathematics, or physics
Chemistry	Biology, Geography 211, 212, mathematics, Psychology 211-212
Mathematics	Biology, chemistry, or physics
Physics	Biology, Geography 211, 212, mathematics, Psychology 211-212

No student may offer geography in partial fulfillment of both the Natural Science and the Social Science requirement.

Social Science Above Grade I:

The 6 hours above Grade I may be taken in history, political science, economics, sociology, anthropology, or geography. No student may offer geography in partial fulfillment of both the Social Science and the Natural Science requirement. (See page 64 for Social Science requirement for teacher certification.)

Major Subject:

The departmental major is composed of a sequence of courses within one department. The following subjects offer an opportunity for a departmental major: anthropology, art, biology, chemistry, drama-speech,¹ economics and business administration, English, French, geography, German, Greek, history, Latin, mathematics, music, philosophy, physics, political science,² psychology, Spanish, and sociology.³

¹A student majoring in drama-speech may take up to 6 hours of speech in addition to the 36 hours in drama above grade 1.

²A student majoring in political science or history cannot have more than a total of 42 hours of work in history and political science, beyond the required freshman history, count toward graduation.

³Majors may take a maximum of 42 semester hours in sociology and anthropology combined in courses above grade 1.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

A student must take not less than 24 nor more than 36 hours in courses above Grade I in the major subject; except that whenever, during his freshman year, the student takes courses above Grade I in lieu of Grade I courses in his major subject, the maximum number of hours in that subject accepted toward graduation will be increased by the number of hours so taken. The student should consult the dean or department head for specific course requirements in his major subject.

Three interdepartmental majors are available: elementary education, early childhood education, recreation.

Electives:

Electives open to *freshmen*: Art 105, 190; Astronomy 209; Classical Civilization 111; Drama-Speech 111, 121; Economics and Business Administration 101; English 105; Geography 101; Health 101; History 105, 106; Music 141; Philosophy 111; Sociology 111.

Upper-class electives may be chosen from the various subject matter fields outside the major field.

Applied music may be taken for elective credit by any student provided the music faculty grants permission after an entrance test performance. Freshmen may take no more than 4 hours of applied music.

FRESHMAN-SOPHOMORE REQUIREMENTS

Freshman and sophomore requirements must ordinarily be taken in the freshman and sophomore years. A student who has not completed freshman requirements at the end of the freshman year or sophomore requirements at the end of the sophomore year may be placed on summer school probation to complete these deficiencies before entering the sophomore or junior year.

Freshmen are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0-6
History 101-102 ¹	0-6
Foreign language	6
Biology 101-102; Chemistry 111-112; Mathematics 110, 112, or 121, 220; or Physics 101-102	6-8
Electives	6
Physical education	1

Freshmen planning to teach should elect Health 101.

Some exceptions to these requirements follow:

Premedical students and those preparing to be medical laboratory technologists are advised to take biology and chemistry in the freshman year and two science courses in the sophomore year.

¹For exceptionally well qualified students, this requirement can be waived by examination.

REQUIREMENTS FOR BACHELOR'S DEGREE

Students who plan to major in biology, chemistry, or physics are strongly urged to take a science and mathematics or two sciences in the freshman year.

Students who plan to major in mathematics and who wish to secure a certificate to teach general science also are advised to choose both mathematics and a science in the freshman year.

Sophomores are expected to register for the following courses:

<i>Courses</i>	<i>S.H.</i>
Humanities	6-12
Foreign language (continuation of freshman language) see page 60	6
Science or mathematics (see page 61)	6- 8
Social science (Grade II, see page 61)	6
Electives (Grade II)	6
Physical education	1

Sophomores planning to teach should elect Psychology 221.

JUNIOR-SENIOR REQUIREMENTS

In his junior and senior year each candidate for the degree of Bachelor of Arts must complete a considerable amount of work in a field of concentration. The selection of the field for intensive study shall be made by the student after consultation with his faculty adviser or academic adviser not later than the second semester of his sophomore year. Vocational counseling is available to students needing help in choosing a field of study.

Courses fulfilling the requirements for graduation in the fields of concentration shall be above Grade I. At least 36 of the student's last 60 hours shall be of Grade III or above, and not more than 12 of the last 60 may be of Grade I. When, however, this regulation will work a special hardship upon a student, adjustments may be made by the Associate Dean and the student's major adviser.

TEACHER EDUCATION

All students must make formal application for admission to teacher education. A speech screening test is required of all students in teacher education. A speech deficiency must be removed prior to application for student teaching.

Each student seeking to enter the Teacher Education Program must have a recommendation from the dean or department head in the school or department in which he is majoring.

To be eligible to take supervised teaching, a 2.0 quality-point ratio is generally required, a recommendation by the dean or department head who is the student's major adviser, evidence of satisfactorily meeting the speech requirement, and medical clearance.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Students may credit no more than 15 hours of education toward the Bachelor of Arts degree except those students majoring in elementary education who may credit 21 hours toward the Bachelor of Arts degree. Students taking the Bachelor of Science degree, the Bachelor of Music degree, and the Bachelor of Fine Arts degree may credit up to 18 hours of education toward these degrees.

In addition to general education courses required for a degree, the following courses are required for students seeking teacher certification.

<i>Courses</i>	<i>S.H.</i>
Health 101 or 301	3
Mathematics (if math is not used to satisfy science requirement)	3
Social science (one course from two of the following fields: anthropology, economics, geography, political science, sociology)	6
Psychology 221	3

INTERDEPARTMENTAL MAJORS

Interdepartmental majors are offered in the following areas: Elementary Education, Early Childhood Education, and Recreation.

An interdepartmental major includes work in two or three departments. When in two departments, not less than 15 hours nor more than 21 shall be offered in one subject, the minimum total to be 36 hours above Grade I. When in three departments, not less than 9 hours in a subject shall be offered toward the major, the minimum total to be 42 hours.

Requirements for the three interdepartmental majors are listed on the following pages. Additional information will be furnished upon request.

Interdepartmental Major in Elementary Education

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities: English 211, and 202 or 212 or 252 ²	6
Philosophy, art, music, drama, or dance ..	3
Elective in humanities	3
History 101-102 ¹	0- 6
History 211, 212	6
Biology 101-102	6
Mathematics 110, 112 or 301, 302	6
Foreign language (one)	6-18
Chemistry 301	3
Physics 301	3
Health 101	3

¹For exceptionally well qualified students, this requirement can be waived by examination.

²In exceptional cases students may be permitted to take English 251 in place of English 252, and English 201 in place of English 202.

REQUIREMENTS FOR BACHELOR'S DEGREE

Physical education	2
Health and physical education	3
Art 190, 333	6
Music 361	3
Geography 335 and elective in regional geography	6
Political Science 221 or 322	3
Psychology 221 ¹	3
*Electives (to be used in academic concentration)	12
Education 330, 443, 444, 446, 481, 463	21
<hr/>	
Total minimum requirement	122

*Students must develop an academic concentration of 18 s. h. above Grade I in one of the following areas: English, foreign language, history, mathematics, science, social studies. If a student selects social studies as the area of concentration, Sociology 211, Anthropology 212, Economics 325, and a history or anthropology course in an area outside the Western world must be included.

Interdepartmental Major in Early Childhood Education

The Interdepartmental Major in Early Childhood Education leads to a Nursery-Kindergarten Certificate.

Courses are the same as for an interdepartmental major in elementary education, with the following exceptions:

Instead of the academic concentration students add in the junior and senior years:

<i>Courses</i>	<i>S.H.</i>
Home Economics 302	3
Home Economics 532	3
Drama 596	3
Electives in Humanities	3- 6
Education 330, 413, 414, 424, 481, 463	21
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Total minimum requirements	122

Interdepartmental Major in Recreation

An interdepartmental major in Recreation leading to a Bachelor of Arts degree is offered by the Departments of Sociology and Physical Education.

A committee composed of one member from each of the departments of Sociology and Physical Education administers the program. A student will be admitted to this major only after approval by the two departments. The following is the curriculum:

¹May be satisfied with credit in Psychology 211-212.

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FRESHMAN-SOPHOMORE REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities (see page 60)	12
History 101-102 ¹	0- 6
Sociology 211	3
Anthropology 212	3
Natural science and mathematics	12-14
Foreign language	6-18
Physical Education 241	3
Physical education	2
Elective ²	

JUNIOR-SENIOR REQUIREMENTS

JUNIOR YEAR		SENIOR YEAR	
<i>Courses</i>	<i>S.H.</i>	<i>Courses</i>	<i>S.H.</i>
Physical Education 339, 334	2 1	Economics 325	3
Physical Education 344, 342	3 2	Drama 391 or 596	3
Speech 529	3	Physical Ed. 336 or 337	1
Sociology 525	3	Physical Ed. 338, 340, 343 ..	4
Sociology 333, 440	3 3	Sociology 326	3
Art 336	3	Elective sociology	3
Health 236	1	Elective (B.S. ³)	2
Political Science 322	3	Elective ²	
Elective ²			

Summer Experience: Between the sophomore and junior years, a student will be expected to have a playground or camp counseling experience, approved by the committee administering the Recreation major. During the summer between his junior and senior years, the committee will work out a summer experience suited to the student's particular range of interests.

PREPROFESSIONAL STUDY

Premedical Program

The premedical program is based upon the assumption that a broad liberal education is the best possible background for later professional medical work. A student may complete the requirements for the Bachelor of Arts degree and fulfill the requirements for entrance into medical college by majoring in any field. Premedical students are advised to take biology and chemistry or chemistry and mathematics in their freshman year.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²The twenty-one semester hours of electives are to be taken in two or more B.A. departments other than Sociology. The humanities requirements must be completed in elective hours.

³Two-hour elective to be taken in one of the B.S. departments other than the Department of Physical Education. If the student takes a three-hour course, only two of the three hours shall count in credit.

REQUIREMENTS FOR BACHELOR'S DEGREE

Elective subjects should be chosen in careful consultation with the adviser with a view to a well-balanced program in the social sciences and the humanities as well as in the physical and biological sciences. The Faculty Committee on Preprofessional Education in Medicine has the responsibility for developing the broad outlines for the premedical program on this campus.

Medical Laboratory Technology Program

Two courses of instruction are offered to those students who wish to pursue the profession of Medical Technology. The first of these programs is one in which the student takes four years at the University after which he is granted a Bachelor of Arts degree. After graduating, the student takes an additional year of study and training in a medical school or hospital of medical technology which has been approved for this training by the American Society of Clinical Pathologists.

The second course of study is one in which the student receives his first three years at the University and the fourth year at the School of Medical Technology, School of Medicine, University of North Carolina, Chapel Hill, North Carolina. The completion of the first three years of the program at the University at Greensboro does not necessarily mean the student will automatically be admitted to the twelve-month course in medical technology at the School of Medical Technology at Chapel Hill. The University grants the student a Bachelor of Science degree in Medical Technology after the completion of the fourth year, and he is then eligible for certification by the A. S. C. P.

Five-Year Program. A student may prepare for the five-year program by meeting the requirements for the Bachelor of Arts degree in either of two ways; that is, by majoring in biology and taking the necessary supporting courses in chemistry or by majoring in chemistry and taking the necessary supporting courses in biology.

Students taking this program are advised to take biology and chemistry in their freshman year and two science courses in their sophomore year. The head of the department in which the student majors and the coordinator for the programs in medical technology will advise each student in planning his program. A graduate of this program is not eligible for certification by the American Society of Clinical Pathologists until he has had a year's training or apprenticeship in an A. S. C. P. approved School of Medical Technology.

Four-Year Program.¹ A recommended outline for the four-year program leading to a Bachelor of Science degree in Medical Technology follows:

¹Transfer students will not be accepted into this program.

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Course of Study

FRESHMAN YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 101-102	6
Chemistry 111-112	8
English 101, 102 ¹	0-6
Foreign language	6
History 101-102 ¹	0-6
Physical education	1
	<hr style="width: 100px; margin-left: 0;"/> 33

SOPHOMORE YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 253 or 271, 277	6
Chemistry 211, 212	8
English 211 and 212 or 252 or 202	6
Foreign language (continua- tion of language taken in freshman year)	6
Mathematics 110, 112 or 121 ..	6
Physical education	1
	<hr style="width: 100px; margin-left: 0;"/> 33

JUNIOR YEAR

<i>Courses</i>	<i>S.H.</i>
Biology 582	3
Biology 383	3
Chemistry 325	4
Social science	6
Electives ²	15

SENIOR YEAR³

The 12-month program in Medical Technology in the School of Medicine at the University of North Carolina at Chapel Hill, North Carolina, includes the following courses:

<i>Courses</i>	<i>S.H.</i>
Bacteriology, Parasitology, Serology	9½
Biochemistry, Basal Metabolism	9½
Clinical Microscopy	4½
Ethics, Laboratory Manage- ment	1
Hematology, Blood Bank	9½
Tissue Technique	5

31

39

Total for three years—97 hrs.

Complete total for 4 years 136 hrs.

The course of study in the four- and five-year programs in Medical Technology is essentially the same during the freshman year. At the end of the freshman year, the student should decide which program he wishes to

¹For exceptionally well qualified students, this requirement can be waived by examination.

²Histology may be taken in the sophomore year, or it may be taken as an elective in the junior year.

³School of Medicine, University of North Carolina.

The Committee on Medical Technology will review at the end of the sophomore year the records of those students who are candidates for the Bachelor of Science degree in Medical Technology.

REQUIREMENTS FOR BACHELOR'S DEGREE

follow. Students who complete the five-year plan of study have the choice of many electives in the social sciences and advanced courses in chemistry and biology.

For further information, write to Director of Admissions, University of North Carolina at Greensboro, Greensboro, N. C.

Preprofessional Program in Pharmacy

Students desiring a Bachelor of Science in Pharmacy degree may follow a prepharmacy curriculum at UNC-G before transferring to a School of Pharmacy.

The B.S. in Pharmacy degree at the University of North Carolina at Chapel Hill requires five years for completion, the last three years of which must be taken at Chapel Hill. Transfer students may follow either a 1-4 program, spending one year at UNC-G and four years at Chapel Hill, or a 2-3 program. A list of required courses may be obtained either from the Director of Admissions or from a faculty member who is designated as the special adviser to students interested in pharmacy. Students should consult the adviser before registering for the freshman year.

A student planning to attend another school of pharmacy should obtain information about the requirements of that school.

Preprofessional Program in Physical Therapy

A sequence of courses has been planned for students who are preparing themselves for professional education in physical therapy. Students' programs can be planned so that they will meet the requirements for admission to the Department of Physical Therapy in the School of Medicine, University of North Carolina, Chapel Hill, N. C.

A member of the faculty will advise students interested in the preprofessional program in physical therapy. Students should see the adviser before registering for the freshman year. Additional information about this program may be obtained from the Director of Admissions.

Preprofessional Concentration in Social Welfare

The Department of Sociology has planned a sequence of courses for undergraduate students who are interested in careers in social welfare. The concentration is based upon the recommended curriculum in "Social Welfare Content in Undergraduate Education" published by the Council on Social Work Education in which the University holds constituent membership. Substantial work in the behavioral and social sciences is recommended in addition to other work in the liberal arts required for the degree of Bachelor of Arts.

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Students electing this concentration must meet the minimum requirements for the degree of Bachelor of Arts, must satisfy major requirements, and complete the following courses:

<i>Courses</i>	<i>S.H.</i>
Introduction to Sociology (Soc. 211)	3
The Family (Soc. 333)	3
Social Welfare as a Social Institution (Soc. 439)	3
Social Work as a Profession (Soc. 440)	
Includes field experience in community agencies	
three hours per week.	3
One of the following:	3
The Community (Soc. 326)	
Population Problems and Human Ecology (Soc. 411)	
Social Structure and Stratification (Soc. 531)	
Introduction to Anthropology (Anthro. 212)	3
General Economics (Econ. 325) or	
Principles of Economics (Econ. 211-212)	3 or 6
The Federal Government (Pol. Sci. 221)	3
General Psychology (Experimental) (Psy. 211-212) or	
General Psychology (Psy. 221) and an advanced	
course	6

For further information, the student should consult the member of the sociology faculty who serves as adviser for this program.

Pre-Engineering Curriculum

A two-year pre-engineering curriculum is offered. The program is planned for students who may transfer to North Carolina State University at Raleigh. The program is as follows:

FRESHMAN YEAR

<i>Courses</i>	<i>S.H.</i>
General Chemistry 111-112	8
General Physics 103-104	8
English 101, 102 ¹	6
History 101-102 ¹	6
Calculus I, 191	3
Calculus II, 292	3
Physical education	1
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 35

SOPHOMORE YEAR

English 211, and 202 or 212 or 252	6
Principles of Economics 211-212	6
Analytic Geometry 220	3
Calculus III, 293	3

¹For exceptionally well qualified students, this requirement can be waived by examination.

REQUIREMENTS FOR BACHELOR'S DEGREE

Physics 324 (Mechanics)	3
Differential Equations 390	3
Electives	6
Physical education	1
	31

Prelegal Program

Students who plan to prepare for law school may select their major in any field. Law schools do not generally require that applicants for admission present college credit in any specified subjects. Students are selected primarily on the basis of their college records, material furnished in their application for admission, and their score on the Law School Admission Test. A prelegal adviser will counsel interested students.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE

BACHELOR OF SCIENCE IN HOME ECONOMICS

The School of Home Economics offers several curricula, organized to meet specialized subject-matter interests and the requirements of official groups responsible for the accrediting of professional training courses.

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 98). The distribution of hours is as follows:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	
A. English 211	3
B. Three hours from the following:	3
212 or 252 or 202	
Science (see requirements for each sequence below) ...	12-14
History 101-102 ¹	0- 6
Social science above grade I ²	6
Foreign language (one) or reading knowledge ³	12
Art 190	3
Physical education	2
Home Economics:	
Core H.E. 103, 205, 212, 341, 446	15
Major	17-25
Electives	2-28

¹For exceptionally well qualified students, this requirement can be waived by examination.

²For certain specified sequences (Foods and Nutrition, Institution Management, and Interior Design), the remaining six must be in economics and/or sociology. Home Economics Education must have economics and sociology.

³To prove a reading knowledge of a language, a student must take an examination, the result of which will be judged for accuracy in understanding of the pages read.

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The major sequences in Home Economics are: Child Development and Family Relations; Clothing; Textiles; Food and Nutrition; Institution Management; Home Economics Education; Interior Design; and General Home Economics.

Child Development and Family Relations: Science (6-8 hours must be taken in biology, chemistry, or physics; the remaining hours may be in mathematics, biology, chemistry, physics, or Psychology 211-212); Psychology 221 or 211-212, Psychology 326, Psychology 342; Education 446, 481, H.E. 213, 302, 412, 462, 522, 532, 542; home economics electives and general college electives 15-23 s.h.

Merrill-Palmer Appointments: Juniors or seniors in this major are eligible each semester of the academic year to attend the Merrill-Palmer Institute in Detroit, Michigan, where they have an opportunity for special study in Child Development. Students should make application early in their junior year to the Dean of the School of Home Economics.

Clothing: Science (6-8 hours must be taken in chemistry, physics, Psychology 211-212, or Biology 101-102); the remaining hours in chemistry, physics, mathematics, Psychology 211-212 or Biology 101-102; Psychology 221, if Psychology 211-212 was not elected; art 6 s.h.; H. E. 101 or 121, 301, 311, 461 or 551, 504, 514, 561, 571; home economics electives and general college electives 17-24 s.h.

Textiles: Science (eight hours must be taken in chemistry; the remainder in physics, organic chemistry, or mathematics); H.E. 101 or 121, 514, 524, 541, 561; art 3 s.h., and 6 s. h. of a natural science and/or mathematics. Home economics electives and general college electives 28 s.h.

Food and Nutrition: Chemistry 111-112, Biology 101-102; Physics 301; Biology 277, 535, 581; Chemistry 205; social science (economics, sociology or Psychology 221); education methods or principles; H.E. 303, 313, 503, 515, 533, 573, 583, 593; home economics electives and general college electives 7 s.h.

Institution Management: Chemistry 111-112, Biology 101-102; Chemistry 205; Biology 277, 535, 581; Business Education 338; education methods or principles; Psychology 221, 532 or 537; H.E. 303, 313, 503, 509, 519, 520, 549, 593, 573; home economics electives and general college electives 2 s.h.

Home Economics Education: Chemistry 111-112, Biology 101-102; Mathematics 301; Physics 301; Psychology 221; Education 350, 481; H.E. 101 or 121, 213 or 313, 302, 303, 311, 357, 405, 467, 478, 515; home economics electives and general college electives 6 s.h.

To be admitted to the Home Economics Education program, students must attain an over-all 2.0 grade average and a 2.25 grade average in home economics courses before enrolling in the first professional course in home economics, H.E. 357.

REQUIREMENTS FOR BACHELOR'S DEGREE

Interior Design: Science (6-8 hours must be taken in biology, chemistry or physics; the remaining hours may be mathematics, biology, chemistry, physics, or Psychology 211-212); art electives 12 s.h.; H.E. 305, 345, 500, 534, 535, 536, 546, 555, 575, 595; home economics electives and general college electives 12-17 s.h.

General Home Economics: Chemistry 111-112, Biology 101-102; H.E. 101 or 121, 213, 303, 515; H.E. courses above Grade II 9 s.h.; home economics electives and general college electives 28 s.h.

BACHELOR OF SCIENCE IN NURSING

The minimum requirements for the Bachelor of Science in Nursing are the completion of 122 semester hours with a 2.0 quality point ratio. The hours to be required must include the following:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities:	
English 211	3
Three hours from the following	3
English 212 or 252 or 202	
History 101-102 ¹	0- 6
Foreign language ²	6-12
Social science above Grade I	
(to include 3-6 semester hours each in sociology	
and anthropology)	12-18
Natural science and mathematics:	
Biology	12-18
Chemistry	8-14
Physics	3
Mathematics	3
Psychology	6-12
Electives (Not in Nursing)	6-15
Physical education	2
Nursing ³	42-50

¹For exceptionally well qualified students, this requirement can be waived by examination.

²If a student chooses to continue the language offered for admission, 6 hours at the intermediate level will fulfill this requirement.

³Courses in Nursing to be offered in the junior and senior years, beginning in the fall of 1968, are now being developed.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

The minimum requirement for the degree is the completion of 122 semester hours with a 2.0 quality point ratio (see p. 98).

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0 - 6
Foreign language ²	6 or 12
History 101-102 ¹	0 - 6
Social science above Grade I	6
Humanities	9
a. English 211	3 s.h.
b. English 212 or 202 or 252	3 s.h.
c. Humanities elective	3 s.h.
Natural science and mathematics	12 - 14
a. Biology 101-102	
b. Chemistry or mathematics or physics or biology	

The Department of Physical Education offers six sequences which are organized to meet specialized interest of students and the requirements of state and national accrediting agencies in professional education in Health Education, Physical Education, and Recreation. The six sequences within the department are: Teacher Education, Dance Education, Recreation in Physical Education, Corrective Physical Education (or Pre-Physical Therapy), Dance Performance, and Health Education.

Teacher Education: Biology 271, 277, 575; Health 101, 236 or 338, 367; Education 350, 481; Psychology 221; Physical Education 111, 112, 211, 212, 241, 351, 352, 359, 360, 376, 434, 449, 460, 461, 462, 464, 465, 468, 469, 470; electives 10-16 s.h.

Dance Education: Biology 271, 277, 575; Health 101, 236 or 338, 367; Education 350, 481; Psychology 221; Physical Education 111, 112, 211, 212, 241, 336, 345, 346, 348, 351, 354, 359, 360, 376, 434, 449, 460, 461, 462, 465, 469, 470, 529; electives 4-10 s.h.

Recreation in Physical Education: Biology 271, 277; Health 236 or 338; Physical Education 111, 112, 211, 212, 241, 344, 351, 359, 360, 376, 434, 449, 460, 461, 462, 464, 465, 469, 470; social science electives 6 s.h.; electives 23-29 s.h.

Corrective Physical Education (or Pre-Physical Therapy): Biology 271, 277, 575; Health 236; Physics 101, 102; Physical Education 111, 112, 211, 212, 241, 351, 376, 434, 449, 461, 462, 464, 465, 468; electives 26-32 s.h.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²If a student chooses to continue language offered for admission, 6 hours at the intermediate level will fulfill this requirement.

REQUIREMENTS FOR BACHELOR'S DEGREE

Dance Performance: Art 190 and art elective 3 s.h.; Drama 251, 252; Music 341, 342; Physical Education 111, 112, 211, 212, 336, 345, 346, 348, 351, 354, 359, 360, 469, 470, 476, 522, 523, 529; Sociology 328; electives 18-24 s.h.

Health Education: Biology 271, 277, 575; Chemistry 111, 112 (may be counted towards natural science requirement); Education 350, 481; Health 101, 330, 334, 338, 367, 520, 540; Home Economics 213; Math 301; Physical Education 2 s.h., 351, 460, 461, 462, 464, 468; Psychology 221, 347; Sociology 211 or 326 or 333 or Anthropology 212; electives 2-8 s.h.

Physical education major students are required by the Department of Physical Education to complete the following hours in physical education activities:¹

FRESHMAN YEAR—First semester: Physical Education 111 (recreational sports, speedball, swimming, body mechanics, social dance), 6 hours weekly, one-half credit. Second semester: Physical Education 112 (volleyball, gymnastics, stunts, swimming, modern dance, softball, tennis), 6 hours weekly, one-half credit.

SOPHOMORE YEAR—First semester: Physical Education 211 (hockey, badminton, modern dance, swimming, tap dance, basketball), 6 hours weekly, one-half credit. Second semester: Physical Education 212 (bowling, folk dance, archery, swimming, golf and coaching), 6 hours weekly, one-half credit.

JUNIOR YEAR—First semester: Physical Education 359 (hockey, soccer, basketball coaching and officiating, swimming methods, tennis, gymnastic teaching, marching and apparatus), 6 hours weekly, 2 credits; Physical Education 351—as laboratory hours—(child rhythms, English country dance, stunts). Second semester: Physical Education 360 (folk dance teaching, intramurals, marching, modern dance, camp leadership theory, American country dance, track and field, softball coaching and officiating), 6 hours weekly, 2 credits. Included in the Camp Program in June of the junior year: water-front supervision, boating and canoeing, practical camp leadership.

SENIOR YEAR—First semester: Physical Education 469 (sports officiating and coaching, modern dance), 5 hours weekly, 1 credit. Second semester: Physical Education 470 (sports officiating and coaching, bowling, squash, fencing, handball, lacrosse, golf methods), 5 hours weekly, 1 credit.

BACHELOR OF SCIENCE IN SECRETARIAL ADMINISTRATION

The Department of Business Education and Secretarial Administration offers five sequences of courses to provide specialization during the junior-

¹Majors in Dance Education and Dance Performance must complete these hours in areas of dance and selected sports.

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senior years. The sequences are designed to meet special interests of students and the requirements for specific types of business and teaching positions.

The minimum requirements for a degree are completion of 126 hours with a 2.0 quality point ratio (see p. 98).

UNIFORM REQUIREMENTS

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ¹	0- 6
Humanities	9
A. English 211	
B. One course from courses designated Humanities "B"	
C. One 3-credit course from courses designated Humanities "C" ²	
Social studies	6-12
History 101-102 ¹	
Economics 211-212	
Natural science and mathematics ³	9
Mathematics 3 or 6	
Biology, chemistry, or physics	
Foreign language (one) ⁴	6-12
Economics 233-234	6
Business Education 111, 112	2
Psychology 221 ⁵	3
Physical education	2
	43 or 61

REQUIREMENTS FOR SEQUENCES

The five sequences are: Basic Business Teacher, Comprehensive Business Teacher, Distributive Education, Merchandising, and Secretarial. Requirements for the sequences are:

Basic Business Teacher: Economics elective, 6 s. h.; Business Education 213, 214, 333, 501 or 502 and additional course in accounting, 504, 506, 509; Education 350, 481; Business Education 351, 352, 465, 468; additional business or economics, 6 s. h.; Health 101 or 301; electives to complete 126 hours of credit.

¹For exceptionally well qualified students, this requirement can be waived by examination.

²May be taken during junior or senior year.

³Six semester hours should be scheduled in freshman year.

⁴When the language offered for entrance is continued, six hours at the intermediate level will be required.

⁵Psychology 211-212 may be substituted.

REQUIREMENTS FOR BACHELOR'S DEGREE

Comprehensive Business Teacher: Economics electives 6 s. h.; Business Education 213, 214, 321-322, 333, 423, 424, 501 or 502, 509; Education 350, 481; Business Education 351, 352, 465, 468; additional business or economics, 3 s. h.; Health 101 or 301; electives to complete 126 hours of credit.

Distributive Education: Economics 530, economics elective, 3 s. h.; Business Education 506, 507, 508, 518, 550 (2 s. h.); Art 190; Home Economics 341 or Psychology 535; Education 350, 481; Business Education 351, 352, 465, 468; additional business or economics, 6 s. h.; Health 101 or 301; electives to complete 126 hours of credit.

Merchandising: Economics 530, economics elective 3 s. h.; Business Education 314, 501 or 502, 506, 507, 508, 509, 518, 550 (2 s. h.); Art 190, art elective 3 s. h.; Speech 341; Home Economics 341; Psychology 535; additional business or economics, 6 s. h.; electives to complete 126 hours of credit.

Secretarial: Economics 431 and economics elective, 3 s. h.; Business Education 213, 214, 314, 321-322, 333, 423, 424, 501 or 502, 504, 509; additional business or economics, 3 s. h.; electives to complete 126 hours of credit.

REQUIREMENTS FOR THE DEGREE OF BACHELOR OF FINE ARTS¹

The minimum requirement for the degree of Bachelor of Fine Arts is the completion of 128 semester hours with a 2.0 quality point ratio (see p. 98). The hours required must include:

<i>Courses</i>	<i>S.H.</i>
English 101, 102 ²	0-6
English 211 and 212 or 202 or 252	6
History 101-102 ²	0-6
Social science (may be taken in history, political science, economics, sociology, anthropology, or geography)	6
Natural science (biology, chemistry, or physics)	6
Foreign language (continuation of language taken in high school) ³	6
Philosophy	6
Physical education	2

There are five sequences leading to the Bachelor of Fine Arts degree in Art: Art Education I, Art Education II, Design, Sculpture, Painting and Printmaking.

¹Since 128 semester hours are required to complete the work for this degree, the student should plan to attend one summer session.

²For exceptionally well qualified students, this requirement can be waived by examination.

³If a new language is begun, 12 semester hours must be completed.

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Major requirements for the following sequences with a major in Art:

Art Education I: Art History—15 s. h. including Art 105, Studio Art 120, 140, 150, 199, 209, 221, 240, 281, 2 s. h. painting, 6 s. h. crafts in wood, metal and textiles; 6 s. h. art or related elective; Art Education—Art 333, 354, 461 462; Certification requirements—Health 101, Math 301, Psychology 221, Education 350, 481. (The social science requirement must be met by History 101-102 and 3 s. h. each from two of the following—political science, economics, geography, anthropology or sociology). All Art majors seeking Teacher Certification will take this sequence unless they are admitted to the Art Education II sequence after at least 1 semester of work in the Art Department.

Art Education II: The requirements are the same as the Art Education I sequence above except that 4 s. h. of art or related elective are required instead of 6 s. h., and 6 s. h. of Independent Studio are required. A minimum of 10 s. h. must be taken in some single studio specialization including at least 4 s. h. of Independent Studio in this specialty.

Design: Art History—15 s. h. including Art 105, Studio Art 140, either 120 or 150, 199, 209, 240, 10 s. h. of advanced design (courses with numbers ending in the 40's), 10 s. h. of Independent Studio beyond Art 199, 16 s. h. art or related electives. A minimum of 24 s. h. of design must include at least 8 s. h. of Independent Studio in work appropriate to the study of design. The student may develop a specialization in Interior Design, Graphic Design, Costume Design, Ceramics, or Textile Design by concentrating his elective choices and his Independent Studio work in one of these areas. Such a specialization is not required.

Painting and Printmaking: Art History—15 s. h. including Art 105, Studio Art 120, 140 or 150, 199, 220, 221, 231, 6 s. h. of advanced courses in painting, 4 s. h. printmaking, 14 s. h. art or related elective, 10 s. h. of Independent Studio beyond Art 199. A minimum of 8 s. h. of Independent Studio must be taken in painting or printmaking.

Sculpture: Art History—15 s. h. including Art 105, Studio Art 120 or 140, 150, 199, 281, 8 s. h. of advanced courses in sculpture, 20 s. h. art or related elective, 10 s. h. of Independent Studio beyond Art 199. A minimum of 8 s. h. of Independent Studio must be taken in Sculpture.

REQUIREMENTS FOR BACHELOR'S DEGREE IN MUSIC

There are three majors leading to the degree of Bachelor of Arts: Applied Music, Music Literature, and Music Theory-Composition. The hours required include:

REQUIREMENTS FOR BACHELOR'S DEGREE

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

<i>Courses</i>	<i>S.H.</i>
English 101-102 ¹	0- 6
Humanities (see page 60)	12
History 101-102 ¹	0- 6
Social science (above Grade I)	6
Foreign language	6-18
Natural science and mathematics	12-14
Physical education	2
Music:	
Core	34
Major	3- 8
Elective courses	0- 5
Non-music elective courses	25-27
	122

BACHELOR OF MUSIC

The minimum requirements for the Bachelor of Music degree vary from 124 to 132 semester hours. There are four majors leading to the degree of Bachelor of Music: Applied Music (piano, organ, orchestral instrument), Voice, Theory and Composition, and Music Education. The hours required include:

<i>Courses</i>	<i>Minimum S.H.</i>
English 101, 102 ¹	0- 6
English 211 and 212 or 202 or 252	6
Foreign language	6
History 101-102 ¹	0- 6
Physical education	2
Music: (see each sequence, below)	
Music Theory	21-31
Music History and Literature	12-15
Applied Music	22-30
Electives	
	128-133

COURSE REQUIREMENTS IN THE BACHELOR OF MUSIC SEQUENCES:

Where choices are available, the student should make selection in consultation with his adviser. Specific courses will be recommended to meet the requirements of the major area and the needs of the individual student.

¹For exceptionally well qualified students, this requirement can be waived by examination.

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Music majors will be registered each semester for Music 90 and 91, and for at least one performing organization.

Major in Applied Music, voice or instruments.

Theory: Music 101, 102, 201, 202, 301, 302, 303; other courses as advised.

History and Literature: Music 142, 331, 332; literature for instrument as advised (520, 521 or equivalent).

Applied Music: Major applied, minimum 24 hours (voice) to 28 hours (instruments); secondary applied, minimum 6 hours (additional credits if needed to meet proficiency requirements); Music 196 ab, 371 or 372; other courses as advised (piano majors 365, 366, 473; organ majors, 473; voice majors 170, 171, 375, 376).

Electives in music and other fields.

Major in Theory-Composition.

Theory: Music 101, 102, 201, 202, 301, 302, 303, 403, 501, 504; at least 3 credits in 563, 566 or 567.

Composition: At least 16 credits in private composition as the major applied area.

History and Literature: Music 142, 331, 332; at least 6 additional credits in this area.

Applied Music: Secondary applied, minimum 14 credits (must pass keyboard proficiency, other instruments as advised); Music 371 or 372.

Major in Music Education.

Theory: Music 101, 102, 201, 202, 302, 303; at least 3 credits in 563, 566 or 567.

History and Literature: Music 142, 331, 332.

Music Education: Music 161, 163, 164, 165 and 265 as advised; 363 and 364 (general music) or 367 and 469 (instrumental music); 465.

Applied Music: Principal applied, minimum 16 hours; secondary applied, minimum 8 hours (additional credits if needed to meet proficiency requirements and professional needs of individual student); 371 (general music) or 372 (instrumental music).

For Master's degree requirements, see Chapter VIII and the Graduate School Catalog.

For further information about degree requirements, call or write the Dean of the School of Music.

THE INTERNATIONAL STUDIES PROGRAM

An International Studies Program for Juniors and Seniors with an average of 2.7 or better was approved in the Fall of 1962. This program is directed primarily to students in the various social sciences and foreign language departments and is designed for those interested in acquiring an understanding of world affairs.

INTERNATIONAL STUDIES

The International Studies Program does not contemplate a separate department or degree but instead supplements the existing departmental major programs. Upon successful completion of the program the student's academic record will show under the designation for "Major" the following: "..... (major) and International Studies," *e.g.*, "Economics and International Studies." In most instances the requirements of the program can be met by fulfilling departmental requirements plus approved electives.

Direction of the Program

The International Studies Program is directed by the Committee on International Studies whose members are drawn from the Departments of Economics and Business Administration, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. This committee, acting in conjunction with the chairman of the major departments concerned, advises the student participants; it also directs the Senior Seminar.

Requirements of the Program

The International Studies Program requires a student to: (1) meet the basic requirements of the University and major department; (2) take at least six courses from a selected list of courses in the Departments of Economics and Business Administration, Geography, German and Russian, History and Political Science, Romance Languages, and Sociology and Anthropology. One of these courses must be International Politics and two of these courses must be taken outside the student's major department; (3) attend the Special Lecture Series and other events scheduled for this program; (4) satisfactorily complete the Senior Seminar in International Studies.

It is possible to integrate an Asian or a Latin American concentration into the International Studies Program. More detailed information may be obtained from the Committee on International Studies or from department heads.

ASIAN STUDIES

Students who desire depth of understanding in Asian problems may take courses in the departments of Art, Geography, History and Political Science, and Sociology and Anthropology. Special study relative to Asia may also be developed in these departments in connection with the Honors Program.

Recognition is given to the importance of Asia and to the necessity of all students understanding how Asians live, think, and feel. Documentary films, exhibitions, and concerts are scheduled each year.

For further details interested students may obtain information from the Committee on Asian Studies or department heads.

LATIN AMERICAN STUDIES

Students interested in the Latin American scene may pursue a program of courses in Latin American civilization, cultures, geography, history, and problems; Spanish American literature; and the Spanish language. Special reading courses and honors work are available, also, as well as supplementary films, lectures, and special events.

The nearness of the Latin American world makes possible summer study and travel to develop a real feeling for the Latin American atmosphere. The University's Institute in Middle America, to begin functioning in 1968, will offer summer courses for credit in their natural environment. The first session of the Institute will be held in San Salvador, Central America, June 17-July 26, 1968.

More detailed information may be obtained from the Committee on Latin American Studies or from department heads.

HONORS WORK

A comprehensive program of Honors Work for students of high promise and with superior records was established in 1962. The purposes of the program are to discover gifted students and to make available to them as much of the benefit of a liberal education as their capacities and educated interests permit. Recognizing that a university's program as a whole reflects the capacities and interests of the average student, Honors Work seeks to provide the better students with additional stimulus to full growth.

Although students who achieve the distinction of being designated as Honors Students continue to enroll in regular courses with their classmates, a proportion of their scholastic program is composed of special sections and seminars in which only the most gifted students participate, to give them the opportunities for growth provided by more demanding course work and more vigorous intellectual competition than is possible in the more conventional curriculum.

The Honors Program also makes special efforts to interest Honors Students in preparing for graduate work with a view to earning advanced degrees after obtaining the Bachelor's degree, and to encourage them to consider careers in college teaching.

Requirements for Admission to the Program

The program is under the general supervision of an Honors Council, composed of six members of the faculty, appointed by the Chancellor. The Council determines the standards of eligibility for participation in the plan at the freshman level and makes the program available to entering freshman students, as identified by scholastic aptitude tests and high school

HONORS WORK

records. Sophomores and juniors are considered eligible if their scholastic average is 3.0 or above. For seniors, a prerequisite for participation is a minimum average of 3.5 in courses in the student's major, above Grade I, and 3.0 in all other courses which carry credit (both hours and quality points) for graduation. All candidates are subject to approval of the Honors Council. Freshmen, sophomores, and juniors eligible for candidacy are notified of their status and are invited by the Honors Council to enter upon Honors Work. So far as possible, these invitations are sent prior to registration periods; but in some cases, the necessity of computing scholastic averages will postpone these invitations until the registration period itself.

For participation in Honors Work in the senior year, application for admission should be made by the student not later than May 10 of his junior year, by writing a letter of application to the chairman of the Honors Council. The student must also be recommended by the head of the department in which Honors Work is to be undertaken.

Work of the Candidate

The first stage of the program, in the freshman and sophomore years, operates within the established frame of courses but provides unusually stimulating and demanding sections of the courses that most students in the University may be expected to take. In the freshman year honor candidates elect special sections in one or more of the standard courses required of all freshmen (*e.g.*, English, history, languages, sciences). In addition, all Freshman Honors Candidates are obligated to attend meetings of the Freshman Honors Seminar, which offers no credit. In the sophomore year students again elect one or more special honors sections in their standard program, plus a one-credit-hour interdisciplinary seminar devoted to intensive study of a theme that cuts across departmental lines. Honors students are required during the freshman and sophomore years to take not less than one of the special sections available to them each semester. No upper limit in the number of special sections in which they may enroll is now contemplated, but it is proposed that careful and continuous counselling serve as a restraint upon "overloading."

The second stage of the program consists of a broad six-hour interdisciplinary seminar to be offered in the junior year. Here the student is confronted with topics relating to significant attempts of the human mind to understand itself and the human situation. The student is required to read an impressive list of books and to attend regular lectures and discussions. At this point, the student must be sufficiently mature to make the expenditure of time and energy and the sacrifice of lesser distractions which this opportunity necessarily requires.

Honors Work in the senior year (for which the Junior Seminar shall be a prerequisite) replaces six semester hours of class work, three each semester. One semester is devoted to intensive reading and research covering a broad area of the student's major, followed by an honors examination. The other semester is devoted to the writing of an honors essay,

to a creative project, or to an experimental project, depending upon the nature of the student's material. A director guides and assists the student in correlating the two phases of the honors program. Credits earned in the major field through honors work are included in the total hours required for majoring in that field; however, an honors student in the B.A. course may take for credit the six hours of honors work in addition to the maximum allowed in the major subject. The honors candidate shall not be permitted to enroll for more than thirteen hours in addition to the honors work in either semester. With the permission of the head of the department and the instructor concerned, the student may be excused from any course examination in a major subject in the second semester. A senior honors student may enroll in 600 level (graduate) courses subject to the approval of the head of the department in which he is majoring and of the head of the department in which the course is being offered; this approval must also be countersigned by the Associate Dean's Office.

Students designated as eligible for participation in the honors program may elect to enter the program or not, as they choose. Provision is to be made for ready entry into the program at the beginning of both the sophomore and the junior years, to permit participation by students whose capacities were not at first recognized by the testing and evaluative procedures and to permit subsequent entry to students who originally declined to take part. A provision allowing entry as late as the beginning of the junior year permits highly qualified transfer students to avail themselves of this plan. Easy withdrawal from the program is possible for students who feel that they do not wish to continue.

JUNIOR YEAR ABROAD

A qualified sophomore in good standing and with sufficient language training may, if conditions permit, spend her junior year abroad under the auspices of an approved group, or at an acceptably accredited institution. The group must be recognized by the Council on Junior Year Abroad or the Committee on Junior Year Abroad of the Institute of International Education. Residence, whenever possible, is with a family in the host country.

Study abroad is carefully supervised by faculty members of the sponsoring group, who, upon proof of satisfactory work, will recommend 30 semester hours of credit for one year of work. At times, examinations upon return may be required.

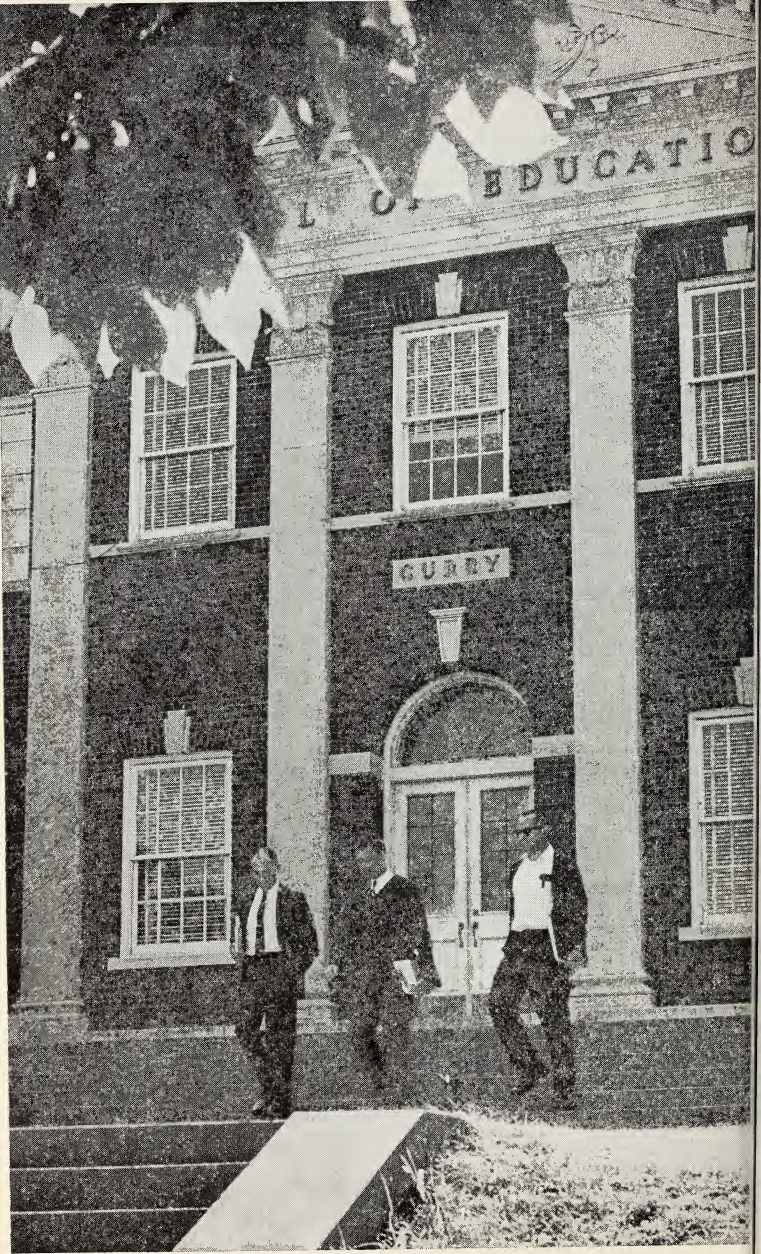
Interested students should consult with the Associate Dean.

REQUIREMENTS FOR MASTER'S DEGREE

See Chapter VIII, page 225, and the Graduate School Catalog.

PART VI.

Academic Regulations



VI. ACADEMIC REGULATIONS

ADMINISTRATION

ACADEMIC COUNSELING

The Associate Dean coordinates the academic counseling and advising services available to students. Members of the faculty serve in the Associate Dean's office so that academic advisers are always available to counsel with students. In addition, selected members of the faculty serve as faculty advisers to small groups of freshmen and sophomores, and the deans of schools and heads of departments advise the juniors and seniors majoring in their particular schools and departments. Thus each student has available to him throughout his college course a faculty member, acquainted with his needs and interests, from whom he may seek assistance in academic matters.

Academic Appeals Committee

The Academic Appeals Committee appointed from the faculty gives advice, counsel, or clarification to the Associate Dean concerning academic regulations and degree requirements that have been established by faculty action. This committee also considers special and meritorious requests for the waiver of academic regulations stated in the University Bulletin for which committee consideration is needed.

The Counseling Center

The Counseling Center offers both vocational counseling and personal counseling to individual students.

Reading Improvement Program

The Reading Improvement Program is available to help the student improve his reading efficiency. This service is designed to help as many students as possible on an individual basis. Tests and an analysis of reading difficulties are given, followed by a series of self-directed assignments to improve comprehension and speed.

Student Responsibility

Each student is responsible for the proper completion of his academic program, based on the requirements stated in the University catalog. His faculty adviser is available for counsel, but the responsibility remains with the student.

REGISTRATION

Orientation Week

New students are required to be present for Orientation Week to aid them in becoming adjusted to University life as quickly as possible. The program of this week includes testing, preregistration counseling, special

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lectures on student traditions, library tours, social gatherings, and registration for fall semester. Selected student leaders and members of the faculty help with this program. A schedule of orientation events is mailed in late August to all entering students.

REGISTRATION AND PREREGISTRATION DATES

Registration dates are given in the Calendar on Page 3 of this bulletin. Students will be notified by campus mail the hour they should report to the gymnasium to begin registration. All students who register for classes after the regularly scheduled dates have passed will be charged a late registration fee of \$5.00.

On the date of preregistration indicated in the Calendar (page 3 of this bulletin), each returning student shall present to the Registrar a copy of his program of study for the coming year. This program must have the official endorsement of the student's faculty adviser.

COURSE LOAD

Undergraduates normally carry 15 or 16 semester hours per semester and are considered full-time students if they are carrying 12 or more semester hours of credit. Undergraduates may not carry less than 12 semester hours per semester for credit unless they have been admitted to the semester as part-time students and do not live in University residences. Students may register for two half hour lessons a week in applied music (without credit) in addition to their regular work as long as they are doing satisfactory work in all courses.

The maximum load for students who have a scholastic average of "C" in the preceding semester is 17 semester hours. A scholastic average of "B" in the preceding semester is required for students to register for 18 hours. Under special circumstances students who have a scholastic average of "B" on a program of 15 or more semester hours for the preceding semester may register for a maximum of 19 hours. These maximum hours must constitute their complete programs except for required physical education courses. Students in the Honors program and others who have a cumulative quality point ratio of 3.0 may, in special circumstances, be authorized, at the discretion of the Associate Dean, to carry a maximum of 20 hours of course work.

All permissions for extra hours are subject to the approval of the University Physician.

No resident student may carry less than 12 hours of work except by special permission.

CREDITS

Credits for all courses are reported in semester hours. A semester of credit is one 50-minute period of recitation per week or its equivalent

ACADEMIC REGULATIONS

throughout one semester. No student may receive credit in any course for which he has not officially registered. Students are required to register and pay all course fees on appointed days. Failure to do so will result in forfeiture of registration and credits.

CHANGE IN COURSE

Changes of courses should not be made after registration except in unusual cases. For one week after registration a student may make necessary changes by presenting to the Registrar a change-of-course card signed by his faculty adviser. A student is not officially dropped from a course until he has followed this procedure.

Students are not permitted to enroll in a course for credit later than one week after registration.

A course dropped after nine full weeks of instruction in a semester have elapsed shall be recorded as WF (withdrawn failing). This ruling may be waived by the Associate Dean or by the University Physician in case of illness of a student. See the Calendar on page 3 of this bulletin for deadline dates in dropping courses.

AUDITING A COURSE

Regular students may audit a course upon the written approval of the instructor and the faculty adviser, and they must register officially for the course. Attendance, preparation, and participation in the classroom discussion and laboratory exercises shall be at the discretion of the instructor. Auditors are not required to take examinations and tests and receive no credit. No student may change his registration from audit to credit after the date of changing courses as stated in the Calendar on page 3 of this bulletin.

WITHDRAWAL OF UNDERGRADUATE FROM THE UNIVERSITY

A student who voluntarily withdraws from The University during the academic year shall arrange official withdrawal with the Associate Dean. An unmarried student under twenty-one must present evidence from his parent or guardian approving the withdrawal.

If the withdrawal occurs within the first nine weeks of a semester, the semester will not be counted as a semester in residence. The grades shall be recorded as "W's" and shall not be used in computing the student's quality point ratio.

If the withdrawal occurs after the first nine weeks of a semester, the semester will be counted as a semester in residence. The grades shall be recorded as "WF's" and shall be used in computing the student's quality point ratio. Exceptions to the regulation may be made upon the recom-

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mendation of the University Physician, the Dean of Men, the Dean of Women, or the Associate Dean when circumstances exist which are beyond the student's control.

The student's fee account may be adjusted by the Business Office for withdrawal during the first nine weeks of the semester. The student will receive adjustment of charges for tuition, academic fee, room, board, and laundry; no other fees will be prorated. The student will pay one-tenth of the semester's charges for the above listed charges for each week he remains in residence; no adjustment of charges will be made after the ninth week of the semester under any circumstances.

CLASSIFICATION

Students working toward a bachelor's degree must have earned the following minimum semester hours of credit (exclusive of required physical education) for the classification indicated: seniors, 84; juniors, 51; sophomores, 24. They must also have removed all entrance deficiencies.

Those meeting entrance requirements and taking college courses for credit but not with the intent of earning a degree are designated *unclassified students*. Those mature students who submit satisfactory records of education and experience but who do not wish to work for a degree because of irregularities in qualifications or because of personal objectives are designated *special students*. Special students will not receive college credit. Further information may be found on page 52.

ENTRANCE DEFICIENCIES

A student permitted to enter the University with high school entrance deficiencies must remove them before he can be classified as a sophomore.

Deficiencies may be removed in the following ways: (1) Any deficiency may be removed by passing a proficiency examination administered by the University; (2) or by completing the course in an approved high school or through the Extension Division of the University of North Carolina; (3) or by completing the appropriate college level course in the area of deficiency.

COURSE WORK

GRADES AND QUALITY POINTS

The University uses a credit-quality point system of grading for undergraduates. Semester credits represent the number of course hours completed. Quality point ratios are determined by the semester hours attempted and grades earned; for each hour of A, 4 quality points; for each hour of B, 3; for each hour of C, 2; for each hour of D, 1; and for each hour of F, 0.

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The course grade is not based on the examination alone but also on the quality of the student's classroom work and written work throughout the semester.

A—Excellent. A indicates achievement of distinction. It involves excellence in several if not all of the following aspects of the work:

- Completeness and accuracy of knowledge
- Intelligent use of knowledge
- Independence of work
- Originality

B—Good. B indicates general achievement superior to the acceptable standard defined as C. It involves excellence in some aspects of the work, as indicated in the definition of A.

C—Average. C indicates the acceptable standard for graduation from the University. It involves such quality and quantity of work as may fairly be expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention. Such acceptable standards should include the following factors:

- Familiarity with the content of the course
- Familiarity with the methods of study of the course
- Full participation in the work of the class
- Ability to write about the subject in intelligible English

D—Lowest passing grade. D indicates work which falls below the acceptable standard defined as C but which is of sufficient quality and quantity to be counted in the hours of graduation if balanced by superior work in other courses.

F—Failure. Indicates failure that may not be made up except by repeating the course.

Inc—Incomplete. Inc. indicates that the completion of some part of the work for the course has been deferred because of the prolonged illness of the student or because of some other serious circumstances beyond the control of the student. An Inc for prolonged illness can be given only with the written approval of the University Physician. An Inc for other cause may be given only with the written approval of the Associate Dean. Concomitantly with the recording of an Incomplete grade, the instructor also files with the head of the department concerned the student's average grade and the specific work which must be accomplished before the Incomplete is removed.

(a) *How removed.* An Inc may be removed by the completion of the deferred work.

(b) *When removed.* An Inc received in a course in the regular session or in summer school must be removed within six weeks after the beginning of the student's next semester. An Inc on a course taken in summer school at another college will be considered an F unless the student has removed the Inc prior to his next registration at the University.

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(c) *Grade received after removal.* When an Inc is removed, it may be replaced by A, B, C, D, or F. An Inc which has not been removed within the time limit specified under (b) automatically becomes an F.

W—Withdrawal. W indicates either that the student withdrew from the course within the period permitted for withdrawal without penalty; or that his withdrawal after the period was without penalty.

WF—Withdrawal-Failure. WF indicates that the student withdrew at a time when he was not passing the course or after the period for withdrawal without penalty.

Aud—Audited. Aud indicates that the student registered for the course as an auditor and not for credit.

A grade report of each student's work is mailed to his parent or guardian at the end of each semester, and a similar report is sent to each student at the end of the fall semester.

CONTINUING IN THE UNIVERSITY

In addition to requirements listed elsewhere in this bulletin, a student who is making satisfactory progress toward a degree passes at least 15 hours of work each semester with a quality point ratio of at least 2.0.

A student who passes fewer than nine semester hours during the first semester enrolled may be allowed to enter a second semester on scholastic probation. After the first semester, a student must pass at least nine hours each semester to continue in college or to be readmitted.

In addition to passing at least nine semester hours each semester, a student must meet the following criteria of minimum number of hours passed and quality point ratio to continue in the University.

<i>To enter the indicated year</i>	<i>Minimum number of semester hours passed</i>	<i>Quality point ratio on hours undertaken</i>
Sophomore	24	1.3
Junior	51	1.5
Senior	84	1.7
Fifth	105	1.9

A student whose quality point ratio at the end of the fall semester is lower than that required to enter the succeeding year shall be placed on scholastic probation to make the required average. Students placed on summer school probation to raise their quality point average in order to be eligible to return in September will be required to meet these terms by attendance in the Summer Session at this institution. Each student is expected to be aware at all times of his academic status and to be responsible for knowing whether he is on scholastic probation.

ACADEMIC REGULATIONS

The quality point ratio is calculated by dividing the accumulated number of quality points earned by the accumulated number of semester hours undertaken within the University (not semester hours passed). However, no more hours of "F" than hours of credit for a course will be used in ascertaining the quality point ratio. Required physical education activity courses and courses transferred from an institution other than the University of North Carolina are not included in the quality point ratio.

(See page 62 concerning freshman-sophomore requirements.)

The University reserves the right to deny the enrollment of a student even though he has met the above minimum quality point ratios if it is apparent from his academic progress in required courses that he will not be able to meet the graduation requirements.

HONOR ROLL

All students carrying 12 or more hours of course work are eligible for the Honor Roll. The roll is made up at the end of each semester, and the basis of selection for it is the quality point ratio attained in the semester. The Honor Roll includes the upper 8% of the freshman class, upper 10% of the sophomore class, and upper 12% of the junior and senior classes respectively. When the range of the highest 8%, 10%, or 12% of the given class has been determined, all students in that class whose quality point ratio falls within that range will be placed on the Honor Roll even though the number is greater than the allotted percentage for that class. Suitable recognition is accorded the recipients of this honor.

SUMMER SESSION CREDITS

Approval to be a visiting student at another college to have the credits transferred here for degree credit is to be obtained from the Associate Dean's Office. Students on scholastic probation must attend summer school at UNC-G to remove themselves from probation.

Students not registered during the spring semester but who plan to work for a degree here must have their summer session registration approved by the Director of Admissions.

Normally, a student will take two courses in summer session each carrying three semester hours credit. A maximum load for a six-week term is seven semester hours when approved by the Associate Dean.

TRANSFER CREDIT

See "Admission of Transfer Students" (page 54) for admissions requirements. The University at Greensboro accepts the accreditation of the North Carolina State Department of Education for colleges in the State. Colleges and universities outside of North Carolina must have accreditation

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of the appropriate regional accrediting agency for transfer credit to be accepted unconditionally. Credit for work done at a nonaccredited institution will be held in abeyance until the student has done one year of satisfactory work at the University. (The term "satisfactory" is defined as meeting the requirements stated in the catalog under the heading "Continuing in College.") Below-average grades in particular courses at the University will be considered just cause for denying transfer credit offered in similar subjects.

The nature of the work in some courses for which a student seeks credit upon transfer from another college is such that it is desirable that the credit be validated by an examination where departments require transfer credits to be so validated. The examination shall be administered by the department or school.

CORRESPONDENCE AND EXTENSION CREDITS

No credit will be given for correspondence or extension work taken while a student is registered for work at this University.

Not more than one-fourth of the requirements for a degree may be done by extension or correspondence work and not more than nine semester hours of this work may be done in any one year.

Extension credit will be accepted from any institution from which residence credit is accepted provided the student is a junior or a senior and has a cumulative average of at least C.

Correspondence credit will be accepted from the Extension Division of units of the University of North Carolina provided the student is a junior or a senior and has a cumulative average of at least C.

A validating examination will be required before a freshman or sophomore may receive credit for a course taken by extension or correspondence.

COURSE EXAMINATIONS

Every student is required to take an examination, if one is given, on every course for which he is registered. No examinations may be given except during the regular examination periods of the year in September and at the end of each semester. Please see the Calendar on page 3 of this bulletin for the date of the September examination. (See exception for senior honors students page 83.)

EXAMINATIONS FOR PLACEMENT

It is important that a student with exceptional ability be enrolled in courses which are of sufficient difficulty to challenge the student to his best performance. It is urged that these students be encouraged to take exam-

ACADEMIC REGULATIONS

inations for placement without credit in order that they may take advantage of opportunities for advanced courses and for individual research or other creative endeavor.

Regulations

- I. Passing an examination of this type will not alter the number of hours required in that area or subject.
- II. Examinations for placement without credit will be administered by the departments or schools concerned.
- III. It is recommended that departments or schools make available to interested students reading lists and other source material which might assist the student in preparing for the examination.
- IV. Successful completion of an examination for placement at the 100 level in the student's major field shall have the effect of increasing the number of hours accepted towards graduation above the 100 level by the number of hours so waived.
- V. In all cases where requirements or prerequisites are waived, by placement examination or other means, this fact should be reported in writing to the Committee on Special Examinations and should be entered on the student's record.

SPECIAL EXAMINATION FOR CREDIT-HOURS TOWARD GRADUATION

In exceptional circumstances students of proven ability who have independently pursued a systematic course of study may attempt, upon recommendation of the department or school concerned and endorsed by the Committee on Special Examinations, an examination to establish credit.

Regulations

- I. Examination for credit may be given only on those courses which have been designated by the department or school concerned.
- II. The student must consult in advance with his adviser and with the head of the department or school concerned and give evidence of making adequate preparation for the examination, including any work designated by the department or school concerned.
- III. It is recommended that the department or school concerned make available to interested students reading lists and other source material to assist the student in preparation for the examination.
- IV. A fee will be charged, payable after the application has been approved. There will be no refund of any part of this fee regardless of the outcome of the examination.

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- V. Not more than 12 semester hours may be earned toward fulfillment of graduation requirements by this method. Except with the permission of the Associate Dean and the approval of the Committee on Special Examinations, a student will not be allowed to apply for and take more than one special examination for credit at a regular examination period.
- VI. Credit and quality points will be granted only if the level of performance is C or better. Grades of D or F will not be entered on the student's record.
- VII. No examination for credit may be given which tests subject matter or techniques for which a student has received high school credit or in the case of transfer student which would serve to extend the number of hours allowed in transfer.
- VIII. No junior or senior may take an examination for credit in a freshman elective course.
- IX. Examinations for credit must be taken before the beginning of the last semester or before a twelve-week summer school of work immediately preceding completion of requirements for graduation. Any exception to this regulation must go to the Committee on Special Examinations for action.
- X. No examinations for credit may be taken in a course during the semester in which the student is auditing that course.
- XI. Credits earned by Special Examination may not be used to fulfill residence requirements.

All special examinations for credit hours are under the supervision of a Committee on Special Examinations.

- I. Special examinations shall be given only during the regular examination periods.
- II. Applications shall be made to the Associate Dean, together with the written permission of the head of the department or school concerned, at least 30 days before the examination period.
- III. Each examination shall be a written examination, except in certain cases where mastery of techniques must be demonstrated either in combination with or in lieu of the written examination. The examination shall be kept on file in the office of the Dean of the Faculty.
- IV. Each examination shall be administered by the department or school concerned and should be read by at least two members of the department.
- V. Results of all such examinations shall be reported to the Registrar prior to the first day of the next registration period.

ACADEMIC REGULATIONS

CLASS ATTENDANCE REGULATIONS

The responsibility for class attendance is specifically placed upon the individual student. Each student must appreciate the necessity and privilege of regular class attendance, accept this personal responsibility, and accept the consequences of failure to attend. Students must recognize the vital aspects of class attendance and the fact that the value of this academic experience cannot be fully measured by testing procedures alone.

If a student's repeated absences threaten his progress in the course or impede the progress of the class, he may be asked to withdraw from the course with a grade of "WF."

Student's Responsibility:

1. The student is responsible for all material covered in each course for which he is registered. In no instance does absence from class relieve the student from the responsibility for the performance of any part of his course work.
2. The student is responsible for complying with any special attendance regulations specified by his instructor.
3. The student is responsible for initiating any request to make up work missed because of a class absence. The decision to assist the student with "make-up" work, including tests, in every case rests with the instructor. If the instructor requests a statement concerning the reason for the absence, the student should obtain this statement from the appropriate office.

Instructor's Responsibility:

1. An instructor may prescribe such reasonable regulations as he feels necessary. At the beginning of each semester he shall inform the students in his classes of these special regulations.
2. The instructor is expected to keep a record of the attendance of the students in his classes.
3. When a student has been absent from three consecutive class periods or has been absent excessively, the instructor shall report the absences to the Associate Dean and may recommend appropriate action.

GRADUATION

The student will be held responsible for fulfilling all requirements of the degree for which he is registered. It is the student's responsibility to apply officially to the Registrar for his degree at the beginning of the semester in which he expects to graduate.

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GRADUATION REQUIREMENTS

Every candidate for a degree must satisfy all of the specific requirements of the University and of the school or department in which he is majoring. He must present for graduation the specific number of hours required for the degree, the minimum being 120 semester hours exclusive of physical education, with a quality point ratio of at least 2.0 on hours undertaken. If more than 120 hours are taken, a quality point ratio of at least 2.0 must be maintained in relation to the hours undertaken.

NOTE: Required physical education courses carry no quality points and, therefore, will not be considered in computing averages.

RESIDENCE REQUIREMENTS

All students are expected to take their last year in residence at the University of North Carolina at Greensboro, except those students in programs offered in cooperation with another institution and approved by the faculty. With the approval of the Associate Dean, a student may take 15 of his last 60 hours at another approved institution.

A senior transfer student must complete at least 30 semester hours in residence for the degree, 12 of which must be in his major field. Credits earned by special examination may not be used to reduce the minimum residence requirement.

GRADUATION WITH HONORS

Honors are awarded to seniors at commencement. For *summa cum laude*, a minimum average of 3.90 is required; for *magna cum laude*, 3.60; for *cum laude*, 3.30. Averages are computed on the basis of those courses which have been undertaken for credit and which have been completed by the end of the first semester of the senior year. Any senior is eligible for honors who at the end of the first semester has completed at least 45 hours of work (not including hours for which credit has been received by special examinations) in residence at the University who has received not more than three semester hours of *F* in courses of Grade I and II.

TIME REQUIREMENTS

A student who does not graduate with the class with which he entered may meet general University requirements for graduation as stated in the catalog for the year he entered if he graduates within six years after his entrance; otherwise, he will be expected to meet the requirements as stated in the University catalog in effect at the time of his re-entry if he returns as a full-time degree student; if he re-enters as a part-time degree student, he will be expected to meet the requirements as stated in the University catalog in the year in which he begins work on his final 15 hours.

ACADEMIC REGULATIONS

DUAL REGISTRATION, UNDERGRADUATE AND GRADUATE

Any senior who is required to take less than twelve semester hours of work in his last semester of residence to fulfill all requirements for the bachelor's degree may register for graduate courses for graduate credit provided approval is granted by the Dean of the Graduate School, the student's major adviser, and the Associate Dean. The total credit to be obtained in this way shall not exceed twelve hours including undergraduate credit.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A graduate of the University in one curriculum may receive a baccalaureate degree in a different curriculum by fulfilling the following conditions:

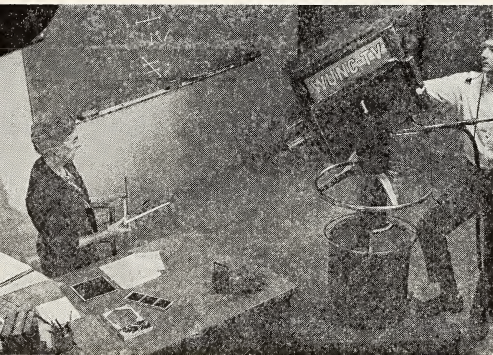
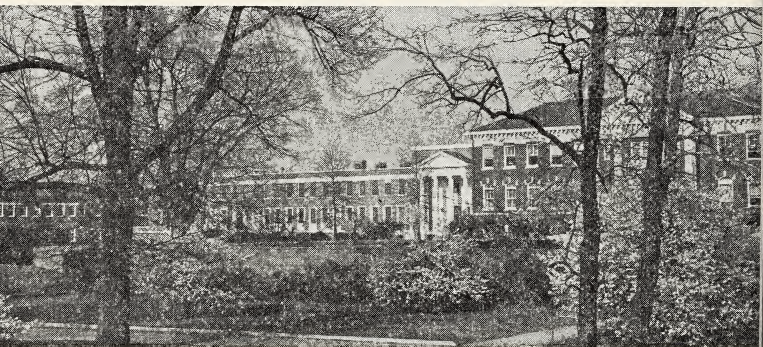
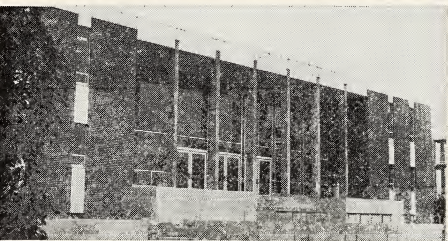
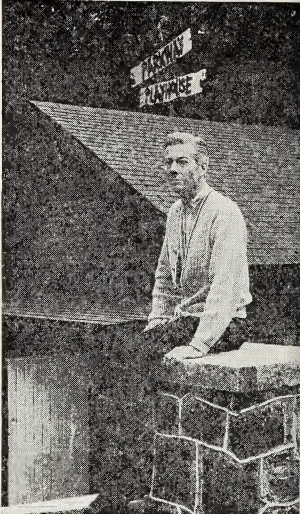
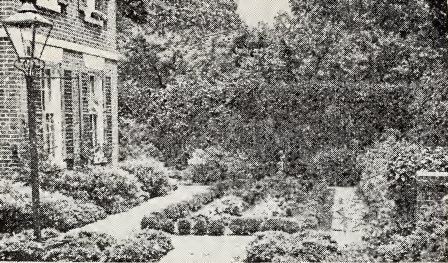
1. Meet all the requirements for the second degree.
2. Complete a minimum of 30 hours in residence beyond requirements for the first degree.
3. The same degree may not be awarded twice.

TRANSCRIPT OF RECORD

Only one complete transcript for each student registered will be furnished without charge. In the case of seniors applying for teaching certificates in North Carolina, one additional transcript is furnished without charge. Further copies will be supplied only on receipt of a fee of one dollar (\$1.00).

PART VII.

Courses of Instruction



VII. COURSES OF INSTRUCTION

GENERAL INFORMATION

First semester courses are usually given odd numbers. Second semester courses are usually given even numbers.

A semester hour credit corresponds, unless otherwise stated, to one 50-minute class period per week through one semester.

A hyphen (-) between course numbers indicates that no credit toward graduation will be given for either course until both are successfully completed.

A comma (,) between course numbers indicates that independent credit is granted for the work of one semester.

The first of the figures enclosed in one or more parentheses immediately following the course title indicates the number of semester hours credit given for the course; the second and third figures indicate the number of lecture and laboratory hours (or studio) normally scheduled each week for one semester in the course. For example, (3:2:3) means that the course carries three semester hours credit and meets two lecture hours and three laboratory hours each week. Graduate and certain other courses may have only one figure enclosed in parentheses; for such courses this figure indicates the number of semester hours credit given. Unless three figures appear in the parentheses, there are no laboratory or studio hour requirements.

The notation Pr. appearing in the course description is an abbreviation for the word prerequisite.

Courses of Grade I are numbered 100-199 and are primarily for freshmen and sophomores; those of Grade II, 200-299, primarily for sophomores; those of Grade III, 300-399, primarily for juniors and seniors. Grade IV, 400-499, indicates courses open to seniors. Grade V, 500-599, includes courses open to advanced undergraduate and graduate students. Courses numbered 600 and above are open only to graduate students.

It is a requirement of the University that department heads obtain the special approval of the Dean of the Faculty to offer regularly scheduled undergraduate classes for which fewer than ten students enroll or graduate classes for which fewer than five students enroll. If enrollment does not justify continuation of a class, it may be withdrawn.

ART

DEPARTMENT OF ART

Professors AGOSTINI, CARPENTER (Head of the Department), REARDON¹, THRUSH; Associate Professors BARKER, BARKSDALE, HARDIN; Assistant Professors GREGORY, KEHOE; Instructors GAGNIER, KNECHT, LOEWENSTEIN¹, SOLAROLI; Curator-Instructor TUCKER; Lecturers ANTONAKIS³, DEBS¹, INSLEY², MARTIN², SILVER²; Graduate Assistants BUDNY, COX, GREENE, HODES, HORNER, KOLLATH, MCKEE, VANDERMEER, YORK.

The program leading to the degree of Bachelor of Fine Arts (see p. . .) is available to a limited number of students who are taking their majors in the Art Department. For most students of art, the Bachelor of Arts degree with a major in Art is the most appropriate program since it takes full advantage of the diversified education available in the University. For certain students the professionally accelerated Bachelor of Fine Arts degree program, with its substantially greater number of studio art courses, is recommended. In general, if the student can afford financially, scholastically, and temperamentally to extend his education, possibly into graduate work, the Art Department recommends the Bachelor of Arts program.

The courses that the Art Department recommends to the student for the freshman year are identical in the B.A. and the B.F.A. programs. Freshman and sophomore students who wish to pursue the Bachelor of Fine Arts degree program in Art apply for admission to the program at the Art Department office in the middle of their second semester of attendance at the University. Upperclass transfer students apply in the middle of their first semester of attendance. A limited number of students will be admitted to the program each year.

Because of the limitations placed on out-of-department electives by the required education courses, all Studio Art majors who seek Teacher Certification in Art take a Bachelor of Fine Arts degree under either the Art Education I or the Art Education II sequences.

Major curriculum modifications were introduced for the freshman class entering in 1967. The new courses that fill out this new curriculum are added each year as that class progresses, and the old courses are dropped from the catalog.

The sequences in Painting and Printmaking and in Sculpture in general presume the work of art to be an imaged reference to experience more or less abstract. The Design sequence assumes the requirement of the work of art to be self-generated by its inherent systemic logic or by its object or functional requirements.

¹Part-time.

²Fall semester.

³Spring semester.

COURSES FOR UNDERGRADUATES

190. Introduction to Studio Art (3:2:4). A basic course for non-art majors. Simplified studio projects in image making and system construction in two and three dimensions. One hour lecture on project-related masterpieces each week. Not open to art majors. Equals old 101.

199. Introduction to Independent Studio (1). A study of the facilities and working methods of professional artists based on selected historical readings and tours of artists' studios. Use and care of essential studio and shop equipment. Art majors only.

Design

140. Design I (4:2:6). A basic course in the fundamentals of design. Work in two and three dimensions. Replaces old 101 for art majors.

227. Lettering (3:1:6). A study of letter forms and their application in layout. Pr. 140.

240. Design II (2:1:3). A continuation of 140 with special emphasis on advanced standards of execution. Pr. 140.

322, 324. Costume Design and Fashion Illustration (3:1:6), (3:1:6). A basic study of creative design in costume and illustration. Pr. 140, 120.

323. Interior Design (3:1:6). Creative work in interior design. Pr. 105, 120, 140.

327. Design for Advertising and Display (3:1:6). A course for students interested in advertising art. Pr. 105, 140, 227.

331, 375. Three Dimensional Design (3:1:6), (3:1:6). Problems using a variety of materials executed with emphasis on design and suitability for mass production. Pr. 105, 120, 140.

332. Architectural Design (3:1:6). Work in architectural design. Pr. 105, 120, 140.

336. Introduction to Crafts (3:1:6). Problems using a variety of materials including wood, clay, metal, and various textile processes.

338. Perspective and Architectural Rendering (3:1:6). Various media and instruments are used to develop skill and knowledge necessary for making pictorial representations and perspective renderings. Pr. 105, 120, 140, 373.

359. Textile Design (3:1:6). Emphasis on structural design in weaving. Pr. 105, 140.

361. Printing of Textiles (3:1:6). A course of advanced practice and execution of original designs for printed textiles. Pr. 120, 140, 331, 359.

362. Weaving of Textiles (3:1:6). Application of the materials and techniques of weaving. Pr. 120, 140, 331, 359.

ART

379. **Art of the Book (3:1:6).** A course for students interested in book illustration. Pr. 105, 120, 140.

450. **Co-ordinating Course (3:2:1).** The purpose is to co-ordinate the previous course work of the student in the field of art. Pr. senior standing.

493-494. **Honors Work (3:1:6)-(3:1:6).**

Drawing and Painting

120. **Drawing and Pictorial Composition (4:2:6).** A basic course in the principles and practice of drawing in various media, the principles of pictorial composition as these relate to various expressive intentions.

220. **Drawing and Pictorial Composition II (2:1:3).** A continuation of 120. Pr. 120.

221. **Life Drawing I (2:1:3).** Figure drawing from the model. Pr. 120. Fee \$10.

226. **Woodcut and Wood Engraving (2:1:3).** The woodblock relief techniques as a printmaking medium. Pr. 120 or 140.

231. **Techniques of Painting (4:2:6).** A study of the materials and the characteristic processes of the major techniques available to the painter. Pr. 120, 199.

328. **Etching (3:1:6).** Technical processes of etching, drypoint, aquatint, soft ground, etc. Pr. 105, 120, 140.

342, 360, 383. **Painting (3:1:6), (3:1:6), (3:1:6).** Experimental studies in the techniques of painting. Pr. 105, 120, 140. Fee for 360, \$15.

351. **Lithography (3:1:6).** Composition in black and white, using the lithograph stone as a medium of expression. Pr. 105, 120, 140.

373. **Mechanical Drawing (3:1:6).** To equip the students to produce and read working drawings and plans. Pr. 105, 120, 140.

Photography

209. **Photography (3:1:6).** Scientific study of equipment and techniques used in photography. Special attention given to scientific and artistic conditions needed to portray photographically an original. Students must purchase films and papers.

310. **Advanced Photography (3:1:6).** Continuation of 209. Emphasis placed on special techniques used in research laboratory, also field of art. Work with special types of film, including color. Students must purchase films and papers. Pr. 209.

History and Interpretation of Art

105. **Introduction to Art (3:3).** Intensive analysis of selected monuments and artists. Equals old 103.

325. **Modern Art (3:3).** The development of the major artists and movements of the 19th and 20th century, with emphasis on painting.
329. **Primitive Art (1:1).** Examples of the arts of prehistoric and primitive cultures. Pr. junior standing.
330. **Ancient Art (3:3).** Egyptian, Mesopotamian, Greek, Etruscan, and Roman architecture, sculpture, and painting. Pr. 105.
334. **Arts of East Asia (3:3).** The development of architecture, sculpture, painting, and minor arts in India, China, and Japan. Pr. junior or senior standing.
339. **American Art (1:1).** The major styles and artists of North America from Colonial times to the present.
341. **Arts of the Middle Ages (3:3).** Early Christian, Byzantine, Romanesque, and Gothic Art. Pr. 105.
349. **Renaissance and Baroque (3:3).** Development of architecture, sculpture, and painting of the 15th through 18th century. Pr. 105.
350. **Renaissance Art (1:1).** Selected types of Renaissance sculpture and painting.
357. **History of Architecture (3:3).** A study of the architectural forms and the chief historic styles.
366. **History of Furniture (2:2).** Period styles of furniture and interior design and the relation of these to the life of the time.
407. **20th Century Art of The United States (3:3).** Emphasis on painting and sculpture, since World War II.

Ceramics and Sculpture

150. **Sculpture (4:2:6).** A general course in the preparation and designing and modeling in clay. Fee \$18.
252. **Techniques of Sculpture (4:2:6).** A study of the tools, materials and characteristic processes of the major techniques available to the sculptor. Pr. 150, 199. Fee \$16.
281. **Ceramics I (2:1:3).** A basic course in ceramics with emphasis on handbuilt forms. Fee \$8.
344. **Sculpture (3:1:6).** Study of the sculptural and plastic problems encountered in various sculptural media. Pr. 105, 140. Fee \$12.
352. **Moldmaking (2:1:3).** The materials and techniques of rigid and flexible molds. Fee \$8.
353. **Casting Metal (2:1:3).** Investing, pouring and finishing metal casting. Fee \$8.

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380. Ceramics (*Raku Yaki*) (2:1:3). The materials and techniques of traditional Japanese *Raku Yaki* developed in various traditional and experimental object forms. Fee \$8.

Art Education

333. Curriculum and Teaching Methods in the Elementary School (3:2:2). A study of the aims and the philosophy of art education in the elementary school. Pr. 140. (Count as Art credit.) Course taught in first half of semester for art majors.

354. Curriculum and Teaching Methods in the Secondary School (3:2:2). The aims of art of the public school, the curricula of the creative program in schools for kindergarten through high school, and the selection, preparation, and use of teaching materials. Pr. 18 semester hours of art. (Count as Art credit.) Course taught in first half of semester.

461, 462. Student Teaching (3), (3). Supervised student teaching at the elementary or secondary school level. Pr. senior standing, Education 350, Art 333, 354. Certificate requirement for art education majors. Courses taught simultaneously second half of semester. (Count as Education credit.) Fee \$10 each course.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

521. Serigraphy (3:1:6). Creative work in silk screen painting. Pr. advanced undergraduate or graduate standing.

569. Studio Problems (3:3). Special problems adjusted to the needs and interests of the individual students. Pr. senior or graduate standing.

581. Painting (4:1:8). Theories, methods, and techniques characteristic of recent trends in painting. Pr. senior or graduate standing.

COURSES FOR GRADUATES

A graduate major in Studio Art is offered within the Department of Art as part of degree programs leading to the Master of Education in Art or to the Master of Fine Arts. Graduate courses sufficient to constitute a minor in Art History are also available.

626. Woodcut and Wood Engraving (3:1:6). Printing in black and white, and color. Pr. graduate standing.

628. Etching (3:1:6). Experimentation with processes of etching, drypoint, aquatint, soft ground, etc. Pr. graduate standing.

631. Design (3:1:6). Two and three dimensional design, emphasizing plastic qualities. Pr. graduate standing.

642, 660, 664. **Drawing and Painting** (3:1:6), (3:1:6), (3:1:6). Creative work in drawing and painting. Pr. graduate standing. Fee for 660, \$15.

651. **Lithography** (3:1:6). A study of the use of the lithograph stone as an art medium. Pr. graduate standing.

654. **Art Education** (3:3). Selected problems of curricula, administration, method, and general education. Pr. graduate standing.

655, 656. **Sculpture** (2:1:3), (2:1:3). Advanced work in sculpture. Pr. 6 s.h. undergraduate sculpture or a working knowledge of basic sculptural techniques and the permission of the instructor. Fee \$8.

657, 658. **Sculpture** (4:2:6), (4:2:6). Advanced work in sculpture. Pr. 6 s.h. undergraduate sculpture or a working knowledge of basic sculptural techniques and the permission of the instructor. Fee \$16.

659. **Studio Problems, Sculpture** (4). Independent work in sculpture for the advanced graduate student. Permission of the instructor required. Fee \$16.

687, 688. **Painting Research Seminar** (3:3), (3:3). Research and study on selected painting problems. Pr. graduate standing.

694. **Thesis** (2 to 6).

MINOR PROGRAM MAY BE SELECTED FROM THIS GROUP:

634. **Painting in East Asia** (3:3). A study of the development of painting in East Asia. Pr. graduate standing.

649. **Italian Renaissance Painting** (3:3). The development of painting in Italy from 1300 to 1600. Pr. graduate standing.

650. **Northern Renaissance Painting** (3:3). The development of painting in the northern European countries from 1350 to 1700. Pr. graduate standing.

661, 662. **Modern Painting** (3:3), (3:3). Important art movements and theories will be studied. Pr. graduate standing.

690. **Experimentation and Analysis—Painting and the Graphic Arts** (3:1:6). This course is designed to provide an understanding of painting as a creative activity. Not open to Studio Art majors. Pr. graduate standing.

Philosophy 690—Aesthetics—required of all candidates for the degree of Master of Fine Arts in Studio Art.

BIOLOGY

DEPARTMENT OF BIOLOGY

Professors EBERHART (Head of the Department), ANDERSON, WILSON; Associate Professors ANDERTON, DAWLEY, GANGSTAD, HARPSTER, LUTZ, MORRISON, ROGERS; Assistant Professors BATES, CUTTER, HENDRICKSON, MCCRADY, SANDS; Lecturers LUND, McLENDON, VAN PELT; Instructors HARRIS, POER, READ.

The department permits those students who can demonstrate a mastery of the material covered by its General Biology course to register for advanced courses. It also encourages students who demonstrate superior ability to undertake special problems, assistantships and Honors Work. These students are also advised to apply for admission to the Summer Undergraduate Research Programs sponsored by the National Science Foundation, and to present papers before the Collegiate Academy of the North Carolina Academy of Science.

101-102. General Biology (3:2:3)-(3:2:3). A study of basic biological principles as they relate to cells, organisms, and the environment. Special emphasis is given to cellular physiology, genetics, phylogeny, ecology, and evolution.

222. Plant Morphology (3:2:3). A study of the plant kingdom from an evolutionary point of view, with emphasis on structure, function, reproduction, habitat, and probable phylogenetic relationships.

241. Invertebrate Zoology (3:2:3). A survey of invertebrate zoology with emphasis on representative types. Pr. 101-102.

253. Vertebrate Morphogenesis. A comparative study of the anatomy of vertebrate embryos and adult forms. Laboratory work includes dissection of representative vertebrates and microscopic study of the stages of embryonic development.

271. Mammalian Anatomy (3:2:3). Human anatomy with study of skeletons, models, and anatomical preparations and the dissection of the cat. Pr. 101-102.

277. Vertebrate Physiology (4:3:3). A study of human physiology with emphasis on homeostatic mechanisms. Pr. 101-102.

¹321. Floriculture (3:3) The practical aspects of plant anatomy and physiology are applied to the growth and care of domestic plants, including propagation methods, soil requirements and the control of plant diseases. The basic principles of landscape and floral design are emphasized with demonstrations and field trips.

¹This course cannot be used to fulfill the science requirements for graduation.

BIOLOGY

324. Plant Physiology (3:2:3). A study of the physiological processes involved in plant growth and behavior including the effect of such environmental factors as climate and soil. Pr. 101-102 or Chem. 111-112.

333. Natural Science (3:2:3). A general course to cultivate interest and understanding of the natural environment with field study of natural sites. One overnight trip.

372. Histology and Microtechnique (3:1:6). Histological study and preparation of animal cells, tissues and organs. Pr. 271 or 253.

383. Introduction to Clinical Pathology (3:2:4). The course introduces the student to a career in Medical Technology. Stress is placed upon the reasons for doing clinical tests and only to a lesser extent on actual performance of tests. The subject matter includes the relationship of the laboratory to medical practice, the causes of disease, and the effects of disease, both structural and physiological. Practical procedures are correlated with the underlying principles of biology and chemistry.

493-494. Honors Work (3:3)-(3:3).

499. Biological Problems (3 or more). Individual studies in biological research. Laboratory work and readings of the student will be guided by regular conferences with the instructor in charge. Times by arrangement. The problem will be planned with the Director of Undergraduate Biology Research during the fall semester.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

524. Local Flora (3:2:3). Classification and identification of flowering plants with field work and one overnight trip. Pr. 101-102 or 222.

525. Plant Histology and Anatomy (3:2:3). Preparation of plant materials for microscopic study and the origin, differentiation and organization of plant tissues. Pr. 222, 324.

527. Terrestrial Ecology (3:2:3). Relationship of plants to their environment with emphasis on plant associations and distributions. Field work with one overnight trip. Pr. 101-102.

529. Aquatic Ecology (3:2:3). A study of aquatic organisms and environments with emphasis on basic principles of population and community ecology. Pr. 101-102.

535. General Biochemistry (3:3). Chemical properties of major cellular compounds; biosynthesis, degradation, and function of carbohydrates, lipids, proteins, nucleic acids, vitamins, and hormones; energy metabolism; enzymatic catalysis. Pr. Chem. 212 or Chem. 205.

¹This course cannot be used to fulfill the science requirements for graduation.

BIOLOGY

545. General Biochemistry Laboratory (1:0:3). Experimental work designed to complement the lecture material of Biology 535. Pr. 535. (May be taken concurrently.)

536. Topics in Biochemistry (3:3). Selected biochemical topics such as: Protein biosynthesis; thermodynamics of biological systems; cellular regulatory processes, mechanisms of enzymatic catalysis; chemistry of nucleic acids and proteins. Pr. 535 and permission of the instructor.

546. Advanced Biochemistry Laboratory (2:0:6). Experimental work of direct relevance to current biochemical research. Independent work and experimental design will be emphasized. Pr. 545 and permission of the instructor.

549. Co-ordinating Course: Problems in Biology (3:3). Current problems in the biological sciences. The student is expected to make individual contributions in the form of independent reading, bibliographic work and simple laboratory experiments.

554. Experimental Embryology (4:2:6). Experimental and classical embryology are combined in this course. Experiments on normal and abnormal fertilization, cleavage, and gastrulation are conducted on living eggs from the sea urchin, frog, and chick. Selected systems are studied in the organogenesis of the frog, chick, and pig. The course includes a seminar on differentiation, regeneration, and wound healing. Pr. 101-102.

570. Natural History of Vertebrates (3:2:3). Classification, identification and life histories of all classes of vertebrates, with field work. Pr. 101-102.

575. Physiology of Activity (3:2:3). Mechanisms involved in the adjustments of the human body to physical activity. Pr. 271, 277 and Chem. 111-112.

577. Physiology of Vertebrates (3:2:3). The function and control of mechanisms of vertebrate animals, with basic laboratory techniques in physiology. (Not open to those who have taken 277.)

578. Cellular Physiology (3:2:3). The fundamental activities of cells with respect to nutrition, response, growth and reproduction; considering animal cells, plant cells and microorganisms. (Not offered in 1967-1968.)

581. General Microbiology (3:2:4). The fundamentals of microbiology, emphasizing the role of microorganisms in everyday life. Pr. 101-102, Chem. 111-112.

582. Pathogenic Bacteriology (3:2:4). Relation of pathogenic microorganisms to disease in man. Pr. 581.

584. Immunology (3:2:4). The principles of immunology and serology with laboratory applications. Pr. 581.

592. Genetics (3:3). Mendelism and modern trends in genetics. Theory of organic evolution. Pr. 9 hours of biology or permission of the instructor.

595. Advanced Genetics (3:3). Selected topics in genetics at an advanced level. Emphasis is placed on the comparative view of molecular and microbial genetics with reference to the implications that these systems have for the genetic mechanisms of higher animals and plants. Pr. general genetics course or its equivalent.

COURSES FOR GRADUATES

602a. Animal Development (3:1½:1½). Vertebrate organogenesis combined with introduction to new principles of development. The laboratory work will be the embryology of the frog and the chick, with opportunities provided for experimental work on living organisms.

602b. Population and Community Ecology (3:2:2). A course in basic modern ecological principles as they relate to populations and communities. Aquatic ecosystems, chiefly local ones, will be studied to illustrate fundamental environmental concepts.

611. Seminar in Ecology (3). A broad review of the ecological literature and in-depth studies of certain selected aspects of population and community ecology.

614. Seminar in Developmental Physiology of Insects (3). A study of early and recent research reports in the field of insect development and endocrinology.

621. Seminar in Biochemical Genetics (3:3). A general review of molecular genetics with emphasis on the role that important organisms from virus to man play in the area of gene action. Pr. graduate status with a genetics course or its equivalent.

691. Advanced Problems in Biology. Individual supervised study in any field of biology. Hours per week and credit to be arranged.

691a Biochemistry-physiology, **691b** developmental biology, **691c** morphology (plants or animals), **691d** genetics-evolution, **691e** ecology-animal behavior.

699. Research in Biology. Independent research under the guidance of a faculty member designated by the Head of the Department after consultation with the student. This will include the preparation of a master's thesis. Hours per week and credit to be arranged.

BUSINESS EDUCATION

DEPARTMENT OF BUSINESS EDUCATION AND SECRETARIAL ADMINISTRATION

Professors LITTLEJOHN (Head of the Department), ALLEN, HARDAWAY, JOYCE; Associate Professor WHITLOCK; Assistant Professors GRILL, SIEVERS, SMITH; Instructor JONES; Lecturer REAVIS; Teaching Fellows PAYNE, PRICE, WILLARD.

The curriculum leading to the degree of Bachelor of Science in Secretarial Administration integrates a broad general education with special education for students who are planning to enter business or business teaching. Five areas of concentration are provided: (1) a business teacher sequence, leading to basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Basic Business Teacher Certificate; (2) a business teacher sequence, leading to clerical, stenographic, and basic business teaching positions in secondary schools, junior colleges and business colleges—meeting the requirements for the North Carolina Comprehensive Business Teacher Certificate; (3) a distributive education sequence, leading to store service positions and distributive education positions in secondary schools—meeting the requirements for the North Carolina Distributive Education Teacher Certificate; (4) a merchandising sequence, leading to store service positions; (5) a secretarial sequence, leading to secretarial and related positions.

The requirements in the freshman and sophomore years comprise a basic liberal arts program. Basic courses in economics which provide a fundamental understanding of the operation of business and economic organization are prerequisite for the more specialized courses offered in this department.

For the requirements for graduation with the degree of Bachelor of Science in Secretarial Administration, see page 75.

Graduate work leading to the degree of Master of Science and Master of Education with a major in business education is offered through courses in both the regular sessions and the summer sessions at the University of North Carolina at Greensboro.

See also Chapter VIII and the Graduate School Catalog.

COURSES FOR UNDERGRADUATES

111. **Fundamentals of Typewriting (1:3).** Development of basic typewriting skills as a vehicle of communications.

112. **Intermediate Typewriting (1:3).** Further emphasis on basic typewriting skills with their application to business letter writing, tabulating, manuscript typewriting, and an introduction of office production and office production measurement. Pr. 111 or the approved equivalent.

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213. Problems in Typewriting (1:3). Problems involving statistical reports, rough drafts, financial reports, legal forms, manuscripts, duplicated reports, and other selected forms and reports. Continued emphasis on letter production problems. Pr. 112 or the approved equivalent.

214. Advanced Problems in Typewriting (1:3). Development of sustained production on advanced simulated typewriting problems commonly met in business offices. Measurement by office standards. Pr. 213 or the approved equivalent.

314. Business Data (3:3). Uses, sources, correct interpretation, and common fallacies of numerical data in business and economics. Principles and practice in collecting, presenting, analyzing, and interpreting elementary statistical material.

321-322. Shorthand and Transcription (3:5)-(3:5). Mastery of Gregg Shorthand. Application of the skills of shorthand, typewriting, and English in transcriptions. Pr. 112 or the approved equivalent.

333. Business Machines (3:1:4). Basic course in the operation, use and care of office machines and equipment, including filing; offset and fluid process duplicators; dictation and transcribing machines; adding, calculating, and posting machines. Pr. 112 or the approved equivalent.

334. Principles of Automatic Data Processing (4:3:2). Programming, wiring, and operation of unit record equipment. Card design, key punching, sorting, collating, and the preparation of reports. Introduction to flow charts and systems design. Not open to freshmen.

338. Institution Accounting (3:2:2). Principles and techniques of accounting applied to a tea room, a school cafeteria, the nutrition department of a hospital, a college residence hall, a city club, and similar organizations.

351. Curriculum and Teaching Methods in Bookkeeping, Basic Business and Typewriting (3:3). Analysis and evaluation of objectives, materials, and methods for teaching bookkeeping, basic business, and typewriting in the secondary school. Observation of demonstration teaching.

352. Curriculum and Teaching Methods in (a) Shorthand, or (b) Office Practice, or (c) Distributive Education (1:1). Analysis and evaluation of objectives, materials, and methods for teaching shorthand, or office practice, or distributive education in the secondary school. Observation of demonstration teaching.

423. Secretarial Problems and Procedures (3:2:2). Review of Gregg Shorthand. Emphasis on transcription proficiency. Introduction to routine secretarial procedures. Minimum amount of work experience required preceding or during this semester. Pr. 321-322 or the approved equivalent.

424. Administrative Secretarial Problems and Procedures (3:2:2). Retention of recording and transcription speed attained in 423. Emphasis on

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specialized business vocabularies. Application of knowledges and skills to office practices and procedures specific to the administrative secretary. Pr. 423 and 333 or the approved equivalent.

443. Calculating Machines (2:0:6). Development of a proficiency in the use of adding, calculating, and posting machines.

465. Supervised Teaching (6). Observation, teaching under supervision, and participation in the total school and related community activities of a teacher. Full-time responsibility for one-half semester or equivalent. Fee \$20.

468. Principles of Business Education (3:3). Aims and objectives of business education. Scope and functions of the agencies and institutions for business education. Evaluation of various business curricula in relation to modern educational philosophy, trends in business education, and findings of research.

490. Numerical Analysis (3:3). Number systems and errors, solutions of nonlinear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equations. Pr. Math. 292 or consent of Mathematics Department. Same as Mathematics 490.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Intermediate Accounting I (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. Econ. 233-234 or the approved equivalent. Same as Economics 501.

502. Intermediate Accounting II (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in valuation, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. Econ. 233-234 or the approved equivalent. Same as Economics 502.

504. Office Management (3:3). Principles and successful practices in the management of the flow of information within an enterprise. The basic management functions of planning, controlling, organizing, and actuating are applied to physical facilities, procedures, and personnel.

506. Introduction to Retailing (3:3). Introductory course in the fundamentals of retail store organization, management, and merchandising.

507. Merchandise Analysis (3:3). Study of selected items of non-textile merchandise. Special problems involved in merchandising. Pr. 506 or consent of instructor.

BUSINESS EDUCATION

- 508. Operating Problems in Retailing (3:3).** An examination and evaluation of policies and practices in the field of retailing, with emphasis on advertising and sales promotion and their economic significance. Pr. 506 or consent of the instructor.
- 509. Business Communications (3:3).** Analysis, composition, and dictation of effective business letters and reports. Communication as a management function within the business enterprise and with the public.
- 511. Income Tax Accounting (3:3).** Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. Econ. 233-234. Same as Economics 511.
- 512. Cost Accounting (3:3).** Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes. Pr. Econ. 233-234. Same as Economics 512.
- 518. Advanced Merchandising (3:3).** A study of merchandise policies, buying, stock planning and control, and merchandise pricing. Principles and practices of credits and collections in modern retail stores. Pr. 506 or consent of instructor.
- 527. Personnel Administration (3:3).** Policies and procedures used in obtaining, developing, and maintaining an efficient work force, (i.e., recruiting, selection, training, placement, promotion, transfer, salary administration, etc.). Analysis of cases with individual and group problems. Same as Economics 527.
- 535. Electronic Data Processing I (4:3:2).** An introduction to basic computer concepts. The development of understanding in the programming of the 1401 computer at the machine language level.
- 536. Electronic Data Processing II (4:3:2).** Introduction to processors and compilers. Use of Autocoder, Fortran, Cobol languages with emphasis on developing initial programming skill.
- 550. Directed Business Practice (1-4:1:3-12).** Planned work experience approved in advance by instructor. Coordinating conferences and seminars. Pr. advanced undergraduate standing in business education, and consent of instructor.

COURSES FOR GRADUATES

The graduate program in business education for the Graduate School of the University of North Carolina is a function of the University of North Carolina at Greensboro. The program is designed to prepare master teachers and supervisors of business subjects, including teachers and heads of departments in secondary schools, junior colleges, and teacher-education

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institutions. A special leaflet outlining the requirements for the degrees of Master of Science and Master of Education may be obtained from the head of the department on request.

605. Business Statistics (2 or 3). A study of the steps in the statistical approach to problems in business and economics; statistical populations; sample selection; probability theory; data flow. Emphasis on the significance, usefulness, and limitations of statistical methods in dealing with management problems.

610. Research in Business Education (2 or 3). Methods and techniques in business education research. Bibliography, problem selection and definition. Preparation of overview of research project.

611. Analysis of Research (2 or 3). Intensive study, analysis, and evaluation of research in business and related fields.

612. Field Study (1-3). Opportunity for individual investigation, conducted in absentia with periodic conferences and reports required. Students are encouraged to study their individual problems with approved research technique.

613. Independent Study in Business Education (1-3). Intensive study on some phase of business or business education of special interest to the student. Regular conferences with the instructor. Pr. demonstrated capacity for independent work and consent of the instructor.

614. Testing and Evaluation in Business Education (2 or 3). A study of the types, functions, construction, evaluation, administration, and scoring of tests in business courses. Analysis and interpretation of test results.

615, 616. Seminar in Teaching (1:1), (1:1). Critical examination and evaluation of current research in teaching procedures. Credit for two semesters may be allowed in this course.

620. Major Issues in Business Education (2 or 3). Problems and issues in business education, including philosophy, functions, and relationships.

624. Administration and Supervision of Business Education (2 or 3). Principles, procedures, and recommended practices in the administration and supervision of business education. Scope and nature of problems within the purview of the administrator or supervisor of business education, and bases for decision-making and action.

625. Curriculum Problems in Business Education (2 or 3). An evaluation of present curriculum practices and trends in terms of the functions of education and business education.

629. Course-Making in Technical Business Education (2). The statement of objectives, selection of appropriate teaching materials, learning exercises, and recommended teaching procedures in the courses which have as their

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primary purpose technical skill development and job training for the office occupations. The curriculum workshop technique is followed with an opportunity to work on individual problems.

630. Instructional Program in Basic Business Education (1 or 2). Consideration of the scope, objectives, teaching materials, and teaching procedures in (1) the courses which have for their primary purpose the development of economic intelligence of all students, and (2) the courses which have for their primary purpose the development of an understanding of business and job intelligence essential for success in business occupation. The curriculum workshop technique is followed, with an opportunity to work on individual problems.

631. Instructional Program in Bookkeeping (2). Recommended materials and procedures in teaching bookkeeping, and an analysis of research and standardized test materials.

633. Principles and Philosophy of Vocational Business Education (2 or 3). History and concepts of vocational education in secondary and post-secondary schools; administration of federally aided vocational programs of office education; objectives, needs, administration, and curriculum in organizing classes in vocational business education.

634. Automatic Data Processing for Business Teachers (4:3:2). Programming, wiring, and operation of unit record equipment. Card design, key punching, sorting, collating, and the preparation of reports. Introduction to flow charts and systems design. Attention to problems and procedures in teaching.

635. Instructional Program in Gregg Shorthand (2). Materials and methods in Gregg shorthand, new classroom procedures and techniques, and recent research and standards of achievement.

636. Instructional Program in Typewriting (2). Materials and methods of teaching typewriting. Special attention to a study of individual differences and research.

639. Instructional Program in Office Practice (2 or 3). Materials and teaching procedures in office and clerical practice, including an acquaintance with the instructional use of office machines.

640. Retail Personnel Problems (2 or 3). Problems and practices of personnel administration in retail stores, including case studies of actual problems geared to text material. Pr. 506 or consent of instructor.

694. Thesis (3).

CHEMISTRY

DEPARTMENT OF CHEMISTRY

Professors PUTERBAUGH (Head of the Department), SCHAEFFER; Associate Professors MARBLE, SCHROEDER, VANSELOW; Assistant Professors ANDERSON, FELTON, FORRESTER, GRAVES, KNIGHT; Instructor SPENCER; Lecturers CUMMINGS, MAGGIOLO.

The following courses are required for a major in chemistry; 111-112, 211, 212, 311, 312, 315, 316, 325, 501 and 502, plus at least one elective course in chemistry. Course requisites for these require a minimum of one year of physics and Calculus II. Students planning to enter graduate work are advised to take additional work in these areas and foreign language as well as in chemistry.

The University sponsors a Polymer and Coatings Program designed to meet the need which the large number of polymer and coatings industries located in the area have for well-trained chemists. Students in this program take, in addition to the above courses required of all majors, Chemistry 307, 308 in the junior year and Chemistry 491, 492 in the senior year. The Federation of Societies for Paint Technology and area coatings and polymer industries also support this program and have made available a number of scholarships to worthy students intending to follow the program.

111-112. General Chemistry and Qualitative Analysis (4:3:3)-(4:3:3). Introduction to the fundamental principles of chemistry. The laboratory work in the second semester is devoted to semi-micro qualitative analysis of the common cations and anions. Staff.

205. Introductory Organic Chemistry (4:3:3). A survey of organic chemistry designed for those students whose programs require only one semester in this area. Credit cannot be obtained for both Chemistry 205 and 211. Pr. 111-112. Miss Forrester.

¹211. Organic Chemistry I (3:3). A study of the chemistry of aliphatic and aromatic hydrocarbons, and halides, with attention to reaction mechanisms and synthetic applications. Pr. 111-112. Mr. Knight, Mr. Puterbaugh, Mr. Schroeder.

¹212. Organic Chemistry II (4:3:4). A continuation of 211 with attention to alcohols, ethers, aldehydes and ketones, carboxylic acids and derivatives, amines, lipids, and carbohydrates. The laboratory work includes the basic techniques of organic laboratory practice plus preparations involving representative reactions. Pr. 211. Mr. Knight, Mr. Puterbaugh, Mr. Schroeder.

¹Chemistry 221, 222, Organic Chemistry (4:3:3), (4:3:3), offered in summers only, covers most of the material included in the sequence Chemistry 211, 212 and 315 in the regular term.

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301. Fundamental Principles of Chemistry (3:2:3). A one semester introduction to inorganic and organic chemistry designed for elementary education majors. This course cannot be used to fulfill the science requirement for graduation nor count towards a major in chemistry. Not open for credit to students who have had 111-112. Miss Schaeffer.

307, 308. Polymer and Coatings Chemistry (4:3:3), (4:3:3). A study of the fundamental principles involved in the preparation and formulation of pigments, oils and polymeric resins important to the coatings and polymer industries. Offered in connection with the Polymer and Coatings Program. Pr. 212. Mr. Cummings.

311. Physical Chemistry I (3:3). An introductory course in theoretical chemistry. Subjects include the wave mechanical treatment of atomic structure and chemical bonding. Molecular structure and spectroscopy are introduced. Pr. Calculus II, Chem. 212, Physics 104. Mr. Vanselow.

312. Physical Chemistry II (3:3). Chemical thermodynamics, including the theory of gases, the thermodynamics of solutions and chemical equilibria. Chemistry majors must take Chemistry 316 (laboratory) either concurrently or subsequently. Pr. Calculus II, Chem. 212, Physics 104. Mr. Graves, Mr. Vanselow.

315. Organic Chemistry III (2:1:4). Further laboratory practice in preparative organic chemistry, including the application of newer instrumental methods important to the organic field, such as spectroscopic and chromatographic techniques. The lecture work includes discussions of the theoretical principles underlying the preparative reactions and instrumental methods. Pr. 212. Mr. Knight, Mr. Schroeder.

316. Physical Chemistry II Laboratory (2:0:8). Experimental work in the measurements of physico-chemical quantities in thermodynamics, chemical kinetics, spectroscopy, and radiochemistry. The mathematical treatment of experimental data and the communication of results in report form will be emphasized. Pr. 312 (preferably taken concurrently), 325. Mr. Graves, Mr. Vanselow.

325. Inorganic Quantitative Analysis (4:2:6). Introduction to the theory and practice of volumetric and gravimetric methods of analysis. Pr. 111-112. Miss Marble.

361. Literature Searches and Report Writing (1:1). Instruction in the use of the library and the literature of chemistry and preparation of technical reports of various types. Pr. two years of chemistry; reading knowledge of German would be helpful. Mr. Graves, Mr. Maggiolo.

491, 492. Independent Study (1-3), (1-3). A directed program of independent study and research for the qualified student. Pr. at least 24 hours

¹Chemistry 221, 222, Organic Chemistry (4:3:3), (4:3:3), offered in summers only, covers most of the material included in the sequence Chemistry 211, 212 and 315 in the regular term.

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in chemistry and permission of the department head and instructor under whom the student wishes to work. A B+ or better average in chemistry is recommended. Staff.

493-494. Honors Work (3)-(3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501, 502. Chemistry Seminar (1:1), (1:1). The presentation of oral reports and discussions of topics from the current literature of chemistry by students, staff and guest lecturers. Required of all senior chemistry majors and graduate students. These courses must be taken by the latter for credit during every semester of residence. Staff.

504. Qualitative Organic Analysis (3:2:4). The systematic identification of organic compounds including the use of chromatographic and spectroscopic methods as well as classical techniques. Pr. 212. Mr. Puterbaugh, Mr. Schroeder.

506. Advanced Analytical Chemistry (4:2:6). Practice in advanced quantitative analysis with attention given to instrumental methods such as potentiometric and amperometric titrations, electrogravimetric, chromatographic, photometric and spectrophotometric methods of analysis. Pr. 312 (may be taken concurrently), 325. Miss Marble.

508. Advanced Organic Chemistry I (3:3). Advanced topics in organic chemistry with special emphasis on reaction mechanisms and stereochemistry. Pr. 212, 312. Mr. Knight, Mr. Puterbaugh, Mr. Schroeder.

517. Advanced Inorganic Chemistry I (3:3). The modern concepts of chemical bonding and its application to inorganic reactions and periodic relationships. Pr. 312 (may be taken concurrently). Mr. Anderson.

521. Physical Chemistry III (3:3). The kinetic-molecular theory, chemical kinetics, photochemistry and radiation chemistry are among the subjects covered. Pr. Calculus III, Chem. 311 and 312. Mr. Graves.

COURSES FOR GRADUATES

604. Advanced Polymer Chemistry (3:3). The modern concepts of addition, ring opening, and condensation polymerization and the application of physical instrumentation to the characterization of polymers. Pr. 508, or its equivalent. Mr. Maggiolo, Mr. Schroeder.

612. Advanced Inorganic Chemistry II (3:3). Introduction to group theory and its application to ligand field theory and other special topics in coordination chemistry. Pr. 517. Mr. Anderson.

CLASSICAL CIVILIZATION

622. Quantum Chemistry (3:3). The elements of wave mechanics and the application of quantum theory to chemistry, particularly to chemical bonding. Pr. 521, Calculus IV or Differential Equations desirable. Mr. Graves.

650. Advanced Special Topics in Chemistry (1-6). Further advanced study in special areas of chemistry as listed below. Hours per week and credit to be arranged. Some areas may be given on an independent study basis. The course may be repeated in a given area for two or more semesters, up to a maximum of six hours credit. Staff.

650a Analytical (Pr. 506), 650b Biochemistry (Pr. 508), 650c Inorganic (Pr. 612), 650d Organic (Pr. 508), 650e Physical (Pr. 521).

661. Research Problems in Chemistry (1-6). Advanced laboratory research in specialized areas of chemistry under the direction of staff members with specialization in the particular field. This course may be continued for two or more semesters to a maximum total of six hours. Pr. permission of instructor and department head.

661a Analytical, 661b Biochemistry, 661c Inorganic, 661d Organic, 661e Physical.

699. Thesis Research in Chemistry (6). Independent research under the direction of a faculty member appointed by the department head after consultation with the student and faculty member. This will include the preparation of a master's thesis. May be taken for credit over two or more semesters. Pr. graduate standing.

DEPARTMENT OF CLASSICAL CIVILIZATION

Associate Professor LAINE (Head of the Department);
Instructor HALL.

COURSES IN ENGLISH TRANSLATION

(No knowledge of Greek or Latin required)

111. Mythology (3:3). Designed mainly for freshmen. The great myths of the world, with frequent references to the literature which they inspired. The Greek, Roman and Norse mythologies are stressed. Primary sources only are read. Mr. Laine.

330. Ancient Art. See Art 330.

335, 336. Greek and Latin Literature in Translation (3:3), (3:3). The art of epic poetry and influence of Greek and Roman epic upon subsequent literature; Homer and Vergil. Greek tragedy and Greek and Latin historical literature. Greek literary and religious conceptions; the ideals making Greek culture pre-eminent in the history of thought; the influence of Greek literature upon subsequent thought.

CLASSICAL CIVILIZATION

397. **Comparative Studies in World Epics (3:3).** A course in the comparative study of major world epics in translations. The following works will be read in whole or in part: *Iliad*, *Odyssey*, *Aeneid*, *Chanson de Roland*, *Nibelungenlied*, *Divine Comedy*, *Jerusalem Delivered*, *Beowulf*, *Paradise Lost*, *Paradise Regained*, Joyce's *Ulysses*. Mr. Laine. (Offered in Spring Semester 1968-69.)

398. **Comparative Studies in World Drama (3:3).** Comparative studies in translations of some of the Greek, Latin, and modern plays. Representative plays from Aeschylus through Euripides, Seneca, Terence, Racine, Goethe, O'Neill, Cocteau and Anouilh. Mr. Laine.

GREEK

201-202. **Elementary Greek (3:3)-(3:3).** Greek language and cultural influences. Emphasis on the principles of grammar, and attention to the correlation of Greek grammar with the grammar of modern languages. Mr. Laine.

203-204. **Intermediate Greek (3:3)-(3:3).** Designed to develop fluency in the reading of Greek and to introduce the student to a part of the great literature of the past. Selections from Plato, Herodotos, etc. Pr. 201-202 or two entrance units. Mr. Hall.

325, 326. **Homer "Iliad" and "Odyssey" (3:3), (3:3).** Mr. Laine.

401, 402. **Plato, Selected Work (*Apology*, *Crito*, etc.) (3:3), (3:3).** Mr. Laine.

403, 404. **Greek Drama (3:3), (3:3).** Selected works of Sophocles, Aeschylus, Euripides, and Aristophanes. Mr. Laine.

450. **Co-ordinating Course for Majors (3:3).** Extensive reading in literature of the Classics selected in accordance with student needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. **Honors Work (3:3)-(3:3).** Staff.

LATIN

101-102. **Elementary Latin (3:3)-(3:3).** Essentials of grammar and reading of selections. Designed to give fundamental knowledge of the Latin language, to present an introduction to the further study of Roman literature and civilization, and to provide for a greater understanding of English. Mr. Hall.

103-104. **Intermediate Latin (3:3)-(3:3).** Review of fundamentals. Selected reading from Vergil's *Aeneid*, I-VI, with lectures on pertinent topics and emphasis upon literary appreciation. Pr. 101-102 or two or three entrance units. Mr. Hall.

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201-202. Roman Comedy and Lyric (3:3)-(3:3). Study of the background of the Roman drama and lyric; selections from the odes and epodes of Horace and the poetry of Catullus. Reading of selected plays from Plautus and Terence. Pr. 103-104 or four entrance units. Mr. Hall.

COURSES FOR JUNIORS AND SENIORS

303. Latin of the Augustan Age (3:3). A survey of Latin literature from ca. 30 B.C. to 14 A.D.; selections from Vergil, Horace, the elegiac poets, Ovid. Mr. Laine.

326. Roman Satire (3:3). A study of the satires of Persius, Horace, and Juvenal; emphasis on the last; influence on the 18th century.

331. Advanced Prose Composition (3:3). Intensive review of Latin forms and syntax; extensive composition and translation into Latin from English.

402. Roman Drama (3:3). Selections from the tragedies of Seneca and their influence on Renaissance drama.

450. Co-ordinating Course for Majors (3:3). Extensive readings in literature of the Classics selected in accordance with students needs. Periodic conferences, written reports, and quizzes throughout the semester. Mr. Laine.

493-494. Honors Work (3:3). Staff.

DEPARTMENT OF DRAMA AND SPEECH

Professor MIDDLETON (Head of the Department); Associate Professors BATCHELLER, ENGLAND, TEDFORD; Assistant Professors KOCH, VANELLA; Instructors BOREN, BRANHAM, CAUSBY, KERNS, PERKINS, PEARLMAN; Teaching Assistant ACKER; Teaching Fellows LAWING, PURVIS.

DRAMA AND SPEECH MAJOR

The Department of Drama and Speech offers three sequences for majors. The drama sequence provides a preprofessional program for those interested in careers in commercial or community theatre or in city and other recreation programs. Freshmen should elect 111 and 211, sophomores 250, 251, 252. Students in this sequence are allowed to take a maximum of six hours of speech in addition to the maximum of 36 hours above grade one allowed in drama. Other required DS courses are: 301, 391, 533 or 534, 541, 581 or 582, and two of the following: 365, 366, 375, 376.

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The general speech sequence includes study in all areas of drama and speech as preparation for secondary school teaching and graduate education. Freshmen should elect 111; sophomores 211 and 230 or 252. Other DS required courses are: 320, 332, 533 or 534, 541, two of the following—231, 341, 342, and one of the following—365, 375, 376.

The speech correction sequence provides a preprofessional program for those interested in being speech and hearing therapists in schools or clinics for which graduate professional education is not required and for those preparing for graduate education in the rehabilitation of speech and hearing. Freshmen should elect 111 and sophomores 230 and 332. Other required courses are: DS 341, 568, 569, 570, 571, 572, Psych. 224, 502.

Graduate courses are offered in drama, general speech, and speech correction. Master of Education, Master of Arts, and Master of Fine Arts degrees are offered. For details contact the Graduate School office.

SPEECH SCREENING TESTS

Students following recommendations of the speech faculty based upon the Freshman Speech Screening Test who have been placed in the "required" or "advised" categories should register for 111 if freshmen or sophomores, or 529 if juniors or seniors. Those placed in the "special" category should register for 219.

Other students desiring to elect a course in speech should choose from among 111, 230, 320, 332, 341, 342, 529.

COURSES FOR UNDERGRADUATES

111. Fundamentals of Speech (3:3). An introduction to the physiologic, phonetic, linguistic, and semantic bases of oral communication, with supervised laboratory practice in speech improvement, and class participation in public speaking, discussion, and oral reading. Mrs. Perkins, Mrs. Lawing, Mrs. Purvis.

112. Speech for Performance (3:3). Study and practice in the special techniques needed by specialists in drama and speech. Special attention is paid to resonance, articulation, pronunciation, and the development of flexibility in pitch, rate, volume, quality. Additional study of the physiologic, phonetic, and acoustic bases of oral communication. Pr. 111. Mr. Kerns.

121. Drama Appreciation (3:3). An introduction to the work of selected major playwrights. Consideration of historical and sociological aspects of theatre. Illustrated lectures, demonstrations, and classroom experiments. Mr. Koch, Mrs. Acker.

150. Student's Theatre (1:0:3). The departmental workshop. Open to any student who is interested in participating in any phase of the theatre's production program. May be repeated for credit. Mr. Pearlman.

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152. Choral Speaking (1:3). Practice and performance in the speaking of prose and poetry. May be repeated for credit. Mr. Kerns.

211. Introduction to Theatre Production (3:2:3). Designed to familiarize the student with various aspects of play production including choice and analysis of script, acting, directing, and techniques of production. Practical experience is given in the laboratory. No participation in University Theatre productions is required. Mr. Pearlman.

219. Speech Laboratory (1:0:2). Supervised practice in the development of good speech for those who have nasal or husky voices, stutters, lisps, foreign accents, or other severe speech problems which need attention. Pr. Speech 111 or consent of instructor. May be repeated for credit. Mrs. Boren.

230. Introduction to Phonetics (3:3). A study of the science of speech sounds. Consideration of the voice mechanism, the phonemes of the English language, and the International Phonetic Alphabet. Pr. 111 or consent of instructor. Mrs. Boren.

231. Argumentation and Debate (3:3). A survey of reasoning patterns especially appropriate to the analysis of issues and arguments of current public interest; training in the presentation of logical and persuasive oral discourse. Pr. 111 or consent of instructor. Mr. Tedford.

250. Stage Make-Up (1:0:2). Study and practice in creating straight, middle-age, old-age, and character make-ups. Drama majors should take this course concurrently with 251. Mr. Branham.

251, 252. Acting I, II (2:1:2), (3:1:4). Designed to train the actor to convey thought and emotion through the use of the body and the voice. Mime, oral exercises, and improvisations. In the second semester, emphasis on the Stanislavsky method through the preparation of roles and scenes. Pr. 211 or consent of instructor. Mr. Koch.

253. Advanced Stage Make-Up (2:2). The study of advanced problems in stage make-up with special emphasis on character analysis, physiognomy, color in make-up, three-dimensional make-up, rubber prosthesis, beard and wig making, and stylized make-up. Pr. 250 or consent of instructor. Mr. Branham.

255r. Rehearsal, Production, and Performance I (3:0:9). Guided practice in carrying out minor responsibilities in play production under the pressure of preparing plays for audience approval. Students enrolled may expect to play supporting roles and serve as members of the scenery, sound and special effects, property, lighting, costume, publicity, hours, and/or make-up staffs of Theatre of UNC-G, and/or Pixie Playhouse productions. Pr. six hours of drama and speech or consent of instructor. Mr. Middleton.

301. Writing for the Theatre (3:3). Exercises in dramaturgical technique. The composition of one-act plays. Exploration and experimentation in radio, television and film scripting. Mr. Koch.

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320. Reading Aloud (3:3). Principles of interpretation: analysis and practice in the oral presentation of various forms of literature to be selected from narrative and dramatic prose and poetry, lyric poetry, old ballad, sonnet, and essay. Pr. 111 or consent of instructor. Miss England.

332. Introduction to Speech Correction (3:3). A study of the disorders of articulation, rhythm, voice, and hearing, with special emphasis on the functional disorder. Brief survey of organic disorders. Focus is on the role the therapist plays in assisting the speech handicapped and the assistance which the classroom teacher may provide. Pr. 111 or consent of instructor. Mrs. Perkins.

341. Public Speaking (3:3). Composition and delivery of various types of speeches. Analysis of speaking situations in business, professional and social relations. Mr. Tedford.

342. Group Discussion (3:3). Study and practice in the principles and methods of group discussion: consideration of group action, the concept of leadership, the nature of conflict and agreement. Pr. 111 or consent of instructor. Mr. Tedford.

365. Costuming I (3:1:6). Exploration of basic design elements and fabrics relative to costuming. Laboratory projects in costume crafts. Mr. Branham.

366. Costuming for the Stage (3:3). A study of historical costume styles in relation to costuming for the modern theatre. Mr. Branham.

375, 376. Design and Production I, II (3:2:3), (3:2:3). The principles and practice of scenery and lighting for the stage. Introduction to technical problems of play production through assignments in the studio and backstage during rehearsal and performance. Pr. 211 or consent of the instructor. Mr. Pearlman.

391. Television Production (3:2:2). A course designed to introduce the student to basic television techniques and to acquaint him with studio operations. Mr. Young.

493-494. Honors (3:3). The honors project may be a part of the drama, general speech, or speech correction sequences. Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. Seminar in Drama and Speech (3:3). Consideration of the history of drama and speech, especially in this country; the development of formal study in the field; the research methods and the literature of the field. Required of all master's degree candidates in drama and speech. Pr. consent of instructor. Mr. Tedford.

502. Introduction to Semantics (3:3). The study of language as a cultural characteristic including the relationship(s) of language and human be-

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havior; how language works (including graphic and oral language as well as nonverbal language symbols); how humans affect, and are affected by, language; the misuse of language; the problems of determining the meaning of meaning. Mrs. Perkins.

520. Readers Theatre (3:3). Investigation of the audiences, materials, and procedures of readers theatre. Practice in advanced principles of the oral interpretation of literature. Pr. 320 or consent of instructor. Miss England.

527. Speech for the Classroom Teacher (3:2:2). An inquiry into the nature and function of verbal behavior in children and adults. Techniques for self-improvement in speech and language are emphasized. For in-service teachers only. Mr. Vanella.

529. Voice and Speech Production (3:3). Physiology of the vocal and auditory mechanisms; phonetics; exercises designed to develop strength, resonance, and flexibility in voice and speech production. May not be taken by those who have had 111. Miss England.

533. History of Theatre I (3:3). Study of the specific conditions under which the great plays of the world have been produced. Consideration of audience, actors, patrons, and physical conditions, architecture, and the relation of the theatre to the other arts. Projection of the production of representative plays, which the student will read. The beginnings to 1400. Mr. Batcheller.

534. History of Theatre II (3:3). A continuation of History of the Theatre I from 1400 to the present. Mr. Batcheller.

541. Directing (3:3). The fundamental principles of directing for the theatre. Pr. six hours of theatre courses or consent of the instructor. Mr. Middleton.

550. Anatomy and Physiology of the Speech Mechanism (3:2:2). Advanced study of the anatomical structure and function of human speech. Practical and theoretical considerations of speech production based upon neuro-myological investigation. Pr. 529 or 567 or consent of the instructor. Mr. Vanella.

551. Tests and Measurements in Speech and Hearing (3:2:2). The general role of diagnosis in speech and hearing therapy and specific considerations of diagnostic tests and procedures in different communication disorders. Pr. 568, 569, or consent of the instructor. Mr. Causby.

567. Phonetics (3:3). An investigation of the phonemes of the English language as a basis for speech improvement as well as for the correction of severe speech disorders. Detailed study of the voice mechanism. Practice in narrow transcription of the International Phonetic Alphabet. Mrs. Perkins.

568. Principles of Speech Correction (3:3). A foundation course in principles and procedures of speech correction for children handicapped by disorders of voice, rhythm, and articulation. Pr. a course in phonetics. Mrs. Perkins.

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569. Clinical Methods of Speech Correction (3:3). A study of methods used to correct speech disorders of voice, rhythm, and articulation. Particular reference to the speech correction program in the public schools. Observation of methods used with selected cases in the speech laboratory. Pr. a course in principles of speech correction or consent of instructor. Mr. Vanella.

570. Audiology (3:3). An introductory course into the field of audiology. A study of tests and measurements of hearing and of therapy for the person with a hearing loss. Opportunity to become familiar with the operation of various machines involved in hearing testing. Pr. a course in principles of speech correction or consent of instructor. Mr. Causby.

571, 572. Clinical Practice (3:0:6), (3:0:6). Supervised practice in clinical teaching of groups and individuals, application of clinical methods in diagnosis, and re-training of those who have speech and hearing disorders. Pr. 569 or consent of instructor. Mrs. Boren, Mr. Vanella, Mr. Causby.

573. Speech Reading (3:3). A study of various methods of teaching the auditorily handicapped person to deal effectively with oral communication. Methods and procedures for self-improvement in speech reading. Pr. 570 or consent of the instructor. Mr. Causby.

574. Advanced Clinical Audiology (3:2:2). Theory and practice in advanced audiological tests and procedures. Consideration of special problems in hearing tests; selection of hearing aids; organic problems of the inner ear. Pr. 570. Mr. Causby.

575. Clinical Methods of Teaching Hearing Impaired Children (3:3). A study of the methods of teaching children with mild and moderate hearing losses as well as techniques for the education of children with severe and profound losses. Special emphasis on auditory training, speech reading, language development and speech. Pr. 570. Mr. Causby.

576. Clinical Practice—Audiology (3:9:6). Supervised clinical practice in the evaluation of disorders of communication resulting from hearing impairment. Techniques of administering special audiometric tests and practical experience in diagnosing various types of hearing impairments. Pr. 570 or consent of instructor. Mr. Causby.

581, 582. World Theatre I, II (3:3), (3:3). World theatre from Aeschylus to the contemporary playwrights. First semester: A study of classical, Oriental, and European drama through that of the late nineteenth century with emphasis upon its production in the theatre. Second semester: Modern European and American drama from Ibsen to Albee with emphasis upon its production in the theatre. Either course may be elected independently of the other. Miss England.

590. Roles and Scenes—Contemporary (3:1:4). The development of extended characterizations based upon study and practice of roles found in

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contemporary plays. Alternate years, offered 1968-1969. Pr. a course in acting or consent of instructor. Mr. Kerns.

591. Experimentation (3:1:4). A course designed to permit the student to experiment in the creative process of building a dramatic role, directing, playwriting, stage design, or television production with an accompanying analysis of that process. Open only to drama majors of senior standing and graduate students. Mr. Middleton.

592. Roles and Scenes—Period (3:1:4). The development of extended characterizations based upon study and practice of roles found in period plays. Alternate years, offered 1967-1968. Pr. a course in acting or consent of instructor. Mr. Kerns.

595. Rehearsal, Production, and Performance II (3:0:9). Guided practice in carrying out major responsibilities in play production under the pressure of preparing plays for audience approval on campus and on tour. Those enrolled may expect to play leading roles, and/or serve as assistant directors and as chiefs of staff in scenery, properties, lighting, costumes, publicity, house, and/or make-up of Theatre of UNC-G and/or Pixie Playhouse major productions. They may direct Laboratory Theatre and Experimental Theatre productions. Pr. twelve hours of drama and speech or consent of instructor. Mr. Middleton.

596. Creative Dramatics for School and Community (3:2:2). A study of the research and literature of creative dramatics for children ages five through fourteen. Practice in leading groups of children in creative dramatics. Exploration of it as a method of teaching other subject matter and its use in community recreation programs. Mr. Middleton.

598. Children's Theatre For School and Community (3:2:2). A study of the research and literature of children's theatre. Methods of producing plays with children in school and community situations. Productions of the Pixie Playhouse will be used for demonstration purposes. The course is designed as a corollary of 596. Mr. Kerns.

COURSES FOR GRADUATES

601. Seminar in Speech Pathology—Functional Disorders (3:3). Guided readings, research and project work, group and individual, into the problems of functional speech and hearing disorders. Pr. six hours of graduate study in speech correction and hearing or consent of the instructor. Mr. Vanella.

602. Seminar in Speech Pathology—Organic Disorders (3:3). Guided reading, research and project work, group and individual, into the problems of organic speech and hearing disorders. Pr. six hours of graduate study in speech correction and hearing or consent of the instructor. Mr. Vanella.

603. Seminar in Voice Problems (3:3). Intensive investigation of current literature and theories of vocal anomalies. Emphasis placed on organic

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deviations not including cleft palate and esophageal speech. Pr. 332 and 569 or consent of instructor. Mr. Vanella.

604. **Seminar in Rhythm Problems (3:3).** An intensive study of speech problems arising from disorders of rhythm and timing. Investigations of modern theories of etiology and therapy for stuttering, cluttering, speech of the cerebral palsied and other dysrhythmias. Pr. 332 and 569 or consent of instructor. Mr. Vanella.

606. **Seminar in Aphasia (3:3).** An intensive study of language problems arising from cardio cerebro-vascular and associated anomalies. Emphasis placed on pathology, diagnosis, and rehabilitation. Pr. 568 or consent of instructor. Mr. Vanella.

607. **Seminar in Cerebral Palsy (3:3).** Investigation of speech and language disorders associated with specified neurological problems including pathology, evaluation, and modes of treatment. Pr. 568 and 550 or consent of instructor. Staff.

608. **Seminar in Cleft Palate (3:3).** Intensive investigation of current literature and theories in cleft palate. Emphasis placed on speech and hearing aspects as well as controversial procedures in repair and rehabilitation. Pr. 550, 568, 570. Staff.

621. **Seminar in Lighting (3:3).** Study of current theories concerning stage light and of modern mechanization including control systems, special effects, and recent developments in instruments and lamps. Alternate years, offered 1967-1968. Pr. graduate standing. Mr. Batcheller.

622. **Seminar in Design (3:3).** Study of current theories concerning stage decoration. Analysis of selected designs. Practice in using the more complicated forms. Alternate years, offered 1967-1968. Pr. graduate standing. Mr. Batcheller.

641. **Advanced Play Directing (3:3).** Study and practice in advanced problems of play directing emphasizing the use of modified proscenium, arena, thrust, and experimental forms of stages. Pr. graduate standing. Mr. Middleton.

650. **Independent Study (1-3).** To provide an opportunity for graduate students in Drama and Speech to investigate independently special problems in areas appropriate to their major or minor academic areas. Study may be of a practical or theoretical nature but must have approval of major adviser.

699. **Thesis (3) to (6).** Staff.

ECONOMICS & BUSINESS ADMINISTRATION

DEPARTMENT OF ECONOMICS AND BUSINESS ADMINISTRATION

Professors SHELTON (Head of the Department), KENNEDY, LITTLEJOHN, SVENSON; Associate Professor DAVIES; Assistant Professor FORMBY; Lecturers ALTHAUS, WEBSTER; Instructor GRAVES.

COURSES FOR UNDERGRADUATES

The department offers sequences of courses under the following concentrations: (1) Economics, (2) Economics and Business Administration, and (3) Social Studies Teacher. The student should consult the Head of the Department for details of each sequence.

101. Concepts and Issues in Contemporary Economics (3:3). Readings, class discussion, and elementary research topics in economics. Emphasis is on present-day economic philosophy and problems in the United States, Europe, the Soviet Union, and the underdeveloped nations. Open to freshmen; not open to juniors and seniors.

211-212. Principles of Economics (3:3)-(3:3). A study of the present-day economic system; demand, supply, prices, and costs; wages, interest, rent, and profits; national income analysis; business cycles, underdeveloped nations, and other current economic problems; a comparison of capitalism, socialism, and communism.

233-234. Principles of Accounting (3:2:2)-(3:2:2). The typical transactions of a business firm as they pass through the books; closing the books and making up the statements. Business forms and practices.

300. The Management of Personal Finances (3:3). Budgeting and keeping account of one's personal funds; borrowing money; buying on credit; making out personal income tax returns; saving and the wise investing of savings; insurance; and home ownership.

325. General Economics (3:3). A survey of elementary economics especially designed for students who may want only one semester of work in the field. A brief treatment of the production and distribution of wealth in society; money and banking; business organization; labor economics; and other current economic problems. Not open to those who have had 211-212.

327. Money and Banking (3:3). How our money and credit instruments are issued and secured; monetary policy and theory; the functions performed by money in our society; the operations of commercial banks and of the Federal Reserve System. Pr. 211-212 or 325 or equivalent.

431, 432. Business Law (3:3), (3:3). The general principles of business law, including contracts, agency, sales, negotiable instruments, partnerships, corporations, and bankruptcy. 431 is a prerequisite for 432.

¹This course cannot be offered to satisfy the social science requirement for graduation.

ECONOMICS & BUSINESS ADMINISTRATION

445. Micro-Economics (3:3). An intensive coverage of micro-economic theory and problems, especially supply, demand, pricing, distribution of income, and over-all functioning of capitalist economic systems. Appropriate for prospective graduate students in Business Administration and for superior undergraduates with limited background in Economics. Not open to undergraduate majors in the Department of Economics and Business Administration.

446. Macro-Economics (3:3). An intensive coverage of macro-economic theory and problems, especially in the areas of monetary economics, national income and employment, economic fluctuations, and economic growth. Appropriate for and open to the same groups as 445. Pr. 445 or consent of instructor.

450. Economic and Business Statistics (3:3). An introduction to statistical methods and their applications in economics, sociology, business administration, governmental affairs, and in other social sciences. Topics covered will include: measure of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving and laboratory. A student taking this course may not receive credit for Mathematics 341 or Psychology 510. Same as Sociology 450. Credit may be received as either Economics or Sociology, but not both.

493-494. Honors Work (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Intermediate Accounting I (3:3). Study of financial statements and the items that comprise them, with major attention to theory and procedures involved in valuation, reporting, and interpreting working capital items. Pr. Econ. 233-234 or the approved equivalent. Same as Business Education 501.

502. Intermediate Accounting II (3:3). A continuation of the study of financial statements and the items which comprise them, with major attention to procedures involved in recording, evaluating, reporting, and interpreting noncurrent items. Special attention given to accounting for stockholders' equity, to ratios and measurements, and to error analysis and corrections. Pr. 233-234. Same as Business Education 502.

511. Income Tax Accounting (3:3). Study and interpretation of the tax structure and tax principles. Analysis and interpretation of accounting principles and procedures related to tax accounting. Application of tax and accounting principles to specific problems. Pr. 233-234. Same as Business Education 511.

512. Cost Accounting (3:3). Cost accounting principles, systems, procedures, and practices. Cost principles, cost determination procedures, cost control, and cost analysis. Cost and profit analysis for decision-making purposes. Pr. 233-234. Same as Business Education 512.

ECONOMICS & BUSINESS ADMINISTRATION

515. Business Finance (3:3). Financing the American business firm. The corporate form, financial structure, and financial requirements. Economic, social and legal environment and governmental regulation of business financing. Pr. 211-212 or 325 or equivalent.

519. Quantitative Analysis I (3:3). Introduction to mathematical methods in economics and business. Substantive topics include the pure theories of production and consumer behavior, general equilibrium analysis, input-output models, mathematical control theory, and macrodynamic models. Pr. 211-212 or 325 or equivalent.

523. Public Finance (3:3). The chief expenditures and the main sources of revenue used by governments; property taxes; income and inheritance taxes, and various forms of sales taxes; the distribution of the tax burden on different classes in society; managing the federal debt. Pr. 211-212 or 325 or equivalent.

524. Labor Problems (3:3). The relationship between labor and employers, and some of the more important results thereof, such as labor organizations, collective bargaining, and labor legislation. Pr. 211-212 or 325 or equivalent.

527. Personnel Administration (3:3). Policies and procedures used in obtaining, developing, and maintaining an efficient work force; recruiting, selection, training, placement, promotion, transfer, and salary administration. Analysis of cases with individual and group problems. Same as Business Education 527.

530. Principles of Marketing (3:3). A general survey of the field of marketing, including the functions, policies, and institutions involved in the marketing process. Pr. 211-212 or 325 or equivalent.

534. Monopoly, Competition and Public Policy (3:3). The study of government control of the business enterprise through integrating economic analysis of market structures with legal problems of regulation. Emphasis is on antitrust law and economics as well as on direct regulation of business by commissions. Pr. 211-212 or 325 or equivalent.

536. Consumer Economics (3:3). The economic position of the consumer; the factors, both helpful and harmful, influencing consumer demand; building up the defenses of the consumer against the pressure of the producer and the advertiser; the various movements to aid the consumer, including more effective legislation, research, testing of products, and consumer co-operatives.

540. Economic Development (3:3). A study of factors attending and determining the economic growth of nations over long periods of time. Application of economic concepts to problems of underdeveloped nations. Pr. 211-212; or 445 and 446; or 325 and consent of instructor.

545. Intermediate Economic Analysis I (3:3). An intermediate-level treatment of micro-economic theory. Among the topics covered are: scope,

ECONOMICS & BUSINESS ADMINISTRATION

methods, and uses of economic theory; intermediate theory of demand, supply, and markets for output and factors of production; and the functioning of the market system as a whole. Applications of economic theory to problems of the consumer, the business firm, and the nation are considered as time permits. Pr. 211-212; or 325 and consent of instructor.

546. Intermediate Economic Analysis II (3:3). An intermediate-level analysis of the determination of national income and employment with collateral attention to some portions of monetary theory, theories of business fluctuations, and secular economic growth. Pr. 545.

550. Comparative Economic Systems (3:3). A comparison of capitalism, socialism, communism, and fascism as economic systems and as philosophies; the points of strength and weakness in each system. Pr. 211-212 or 325 or equivalent.

551. Directed Studies in Economics (3). Individual studies on economic problems with emphasis upon areas of special interest to the student. Regular conferences with the instructor required. Pr. 12 s.h. of Economics, including 211-212; or 325 and consent of instructor. 233-234 is not acceptable as a prerequisite.

555. History of Economic Thought (3:3). Main currents in the evolution of economic thought, with emphasis on the classical and neoclassical schools and developments in economic ideas during the twentieth century. Pr. 211-212 or 325 or equivalent.

560. International Economics (3:3). An introduction to the mechanism and theory of international trade. Selected current problems in international economic and commercial policies will be evaluated. Pr. 211-212; or 445 and 446; or 325 and consent of instructor.

COURSES FOR GRADUATES

600. The Management Process (3:3). Analysis of the process and function of management in contemporary society with emphasis on innovation, planning, organization, and control. Management is studied as a social and as an economic institution. Decision-making and management research are stressed.

601. Management Systems (3:3). Investigation of general systems theory, decision, information flow, feedback control, and organization theories with emphasis on the unity of corporate response to business event. Pr. 600 or consent of the instructor.

605. Seminar in Management Organization Theory (3:3). Analysis of management organization theory and structure combining historical development and recent theory and findings from the behavioral sciences. Construction of organizational models based upon modern theory and the

survival needs of the business enterprise. Same as Sociology 605. Pr. 600 for majors in Economics and Business Administration; consent of the instructor for others.

620. Marketing Management (3:3). Analysis of the functions and agencies of marketing; marketing research, product planning, channels of distribution, marketing organization, pricing, promotion, and relation of government to marketing functions.

625. Problems in Applied Economics (3:3). A study of certain economic principles and their application to modern economic problems such as employment, economic growth, inflation, monetary and fiscal policy, international trade, monopoly and competition, agriculture, and labor. Designed for in-service teachers; not open to majors in Economics and Business Administration or others with substantial prior work in these fields.

630. Financial Management (3:3). A study of the major financial decisions of the enterprise and of the factors influencing the financial structure and development of the company. Analysis of financial institutions, financial markets, and government policies as they affect the enterprise.

660. Industrial Organization and Public Policy (3:3). The theoretical and empirical study of the large firm in relation to its rivals, suppliers, and customers. The use of micro-economic theory and industry studies to understand the nature of competition and the consequences of imperfect competition in an enterprise economy. Advanced analysis of antitrust policies and other methods used by government to regulate markets. Pr. 445 or 545 or consent of instructor.

THE SCHOOL OF EDUCATION

ROBERT M. O'KANE, *Dean*

Professors FRANKLIN, E. HUNTER, McSWAIN, MAHONEY, O'KANE, RUSSELL, VAUGHAN; Associate Professors BRYSON, EDINGER, GOLDMAN, HAGOOD, SHARMA; Assistant Professors BOWLES, BURCK, COLBERT, HUDGINS, M. HUNTER, JOHNSON, LEE, PEDEN, PHILLIPS, SOROHAN; Instructors AVENT, BAXTER, BRILES, JARRETT, LAUGHINGHOUSE, MCGIRT, MANCHESTER, MILLER, MITCHELL, ROYSTER, SHIPTON; Teachers BAIR, BEACH, BEALE, BURTON, CORCORAN, CROWELL, HANSBROUGH, McIVER, MORGAN, PECK, RAGAN, RIST, SACHS, SHULER, SOUTHWORTH, STREET.

CURRY SCHOOL

Located on the University campus, Curry School includes kindergarten, elementary and high school. It serves as a potential center for observation, demonstration, and provides some opportunity for special projects related to the teacher education program.

EDUCATION

TEACHER EDUCATION PROGRAM

The teacher education program in elementary education is under the direction of the School of Education. The curriculum and sequence of courses are described in the requirements for the interdepartmental major in the Bachelor of Arts degree. Teacher education programs in the liberal arts fields for secondary teachers are directed by the department in which the student majors. The sequence of professional education courses should be carefully noted and followed in working out the total program in teacher education. For students preparing to teach in the high school, not more than 15 hours of education may be credited toward the Bachelor of Arts degree. For students preparing to teach in the elementary grades, 21 hours of education may be credited towards the Bachelor of Arts degree.

CERTIFICATION

Students who complete the total program in teacher education, who meet all requirements and standards pertaining to academic and professional preparation as required by the respective departments, and who are certified by their major department as fully competent to carry on the work of a classroom teacher will be recommended by the University for a teaching certificate.

To be certified in North Carolina, the student must meet the specific state requirements for certification which include taking both common and teaching area parts of the National Teacher Examination.

STUDENT TEACHING

Student teaching is a period of guided teaching in which the student takes increasing teaching responsibilities in an assigned classroom. The period of student teaching constitutes one-half of a semester of full-time assignment to a public school during the student's senior year. As nearly as possible, assignments are made to schools within commuting distance of the University, although in some instances it is necessary for a student to move to the community where he is doing student teaching. Student teachers are not subject to a student teaching fee, but are individually responsible for expenses incurred in the student teaching phase of the Teacher Education Program. Students should carefully plan their schedule well in advance to provide for this semester of blocked time to do student teaching. Students who, upon graduation, expect to qualify for a Class A certificate in North Carolina are required to complete satisfactorily an assignment in student teaching. The student teaching requirements may be met by the satisfactory completion of Education 465 *Student Teaching and Seminar* (6) for teachers in secondary fields; for Elementary Education and Early Childhood the student must complete Education 463 *Student Teaching and Seminar* (6).

EDUCATION

Admission to Student Teaching. A student planning to do student teaching in the School of Education must make application by March 1 of the year before the teaching is to be done. Application is made through the office of the Director of Student Teaching. Assignments to student teaching will be made after the application has been approved and the applicant has satisfactorily met all prerequisites. The prerequisites to student teaching in the School of Education are: (1) Grade point average of 2.0 in the total University record; (2) Health clearance from the University physician; (3) Approval of the Speech Department; (4) Recommendation from the department where the student is doing his major work.

COURSES FOR UNDERGRADUATES

Early Childhood Education

Professional Course Program in Early Childhood Education	<i>S.H.</i>
Psychology 221 ¹ General Psychology	3
Education 330 Growth and Development of the Elementary School Child	3
Home Economics 302 Child Development. Development of the young child in the home (Observation in the Nursery School required)	3
Home Economics 532 Nursery School Education	3
Drama 596 Creative Dramatics for School and Community	3
Block Schedule: (Senior Year)	
Ed. 413 Curriculum and Teaching Methods in Reading and the other Language Arts (Kindergarten- Primary Grades)	3
Ed. 414 Curriculum and Teaching Methods in Social Studies, Mathematics, and Science (Kindergarten- Primary Grades)	4
Ed. 424 Literature for Young Children (Preschool- Primary Grades)	2
Ed. 463 Student Teaching and Seminar (Kindergarten- Primary Grades)	6
Education 481 Social and Philosophical Aspects of Education in the Public School	3
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Elementary Education

Professional Course Program in Elementary Education	
Psychology 221 ¹ General Psychology	3
Education 330 Growth and Development of the Elementary School Child	3

¹May be satisfied by Psychology 211-212.

EDUCATION

Block Schedule: (Senior year)

Ed. 443	Curriculum and Teaching Methods in Reading and Language Arts	3
Ed. 444	Curriculum and Teaching Methods in Social Studies, Arithmetic and Science	4
Ed. 446	Children's Literature	2
Ed. 463	Student Teaching and Seminar	6
Education 481	Social and Philosophical Aspects of Education in the Public School	3
	(May be taken before or after the block schedule.)	—
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330. Growth and Development of the Elementary School Child (3:3:2). Designed to develop an understanding of the characteristics and growth of the elementary school child. Emphasis is given to relating the developmental characteristics to the elementary school program. Pr. Psy. 221.

413. Curriculum and Teaching Methods in Reading and the Other Language Arts in Early Childhood (3:3). Study of the development of the skills in the use of reading and the other language arts in kindergarten-primary grades. Appropriate materials and methods. Pr. 330; Home Ec. 302, 532.

414. Curriculum and Teaching Methods in Social Studies, Mathematics, and Science in Early Childhood (4:4). Study of the development of the curriculum in social studies, mathematics, and science in kindergarten-primary grades. Appropriate materials and methods. Pr. 330; Home Ec. 302, 532.

424. Literature for Young Children (2:2). Appropriate literature for pre-school and primary children; functions and use in the school.

443. Curriculum and Teaching Methods in Reading and Language Arts (3:3). The teaching of reading and the other language arts in the elementary school. Pr. 330.

444. Curriculum and Teaching Methods in Social Studies, Arithmetic, and Science (4:4). Curriculum planning and the teaching of the social studies, arithmetic, and science in the elementary school. Pr. 330.

446. Children's Literature (2:2). Literature for children in the elementary school; functions and use in the curriculum.

463. Student Teaching and Seminar (6:1:10). Supervised student teaching in an elementary school or kindergarten under the direction of the coordinator of student teaching and a University supervisor. Full-time teaching assignment in cooperating public schools for approximately one-half semester. Conferences and seminars required. Pr. 443, 444, 446.

481. Social and Philosophical Aspects of Education in the Public School (3:3). Historical background, purposes, and concepts basic to public educa-

tion; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification. Pr. 330 or 350.

493-494. Honors Work (3:3)-(3:3).

Secondary Education

Professional Course Program in Secondary Education

	<i>S.H.</i>
Psychology 221 General Psychology	3
Education 350 The Secondary School Pupil	3
Block Schedule ¹	
Ed. 35x Curriculum and Teaching Methods	3
(Last of junior year or first of senior year)	
Ed. 481 Social and Philosophical Aspects of Education in the Public School	3
Ed. 465 Student Teaching and Seminar	6
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350. The Secondary School Pupil (3:3). Physical, mental, and social development at the secondary age levels; the goals of the American secondary school as related to individuals; pupil study through observation and use of anecdotal records; practical procedures for meeting individual differences; tests and evaluations of teaching; extracurricular activities of secondary students with opportunity for observation and participation. Pr. Psy. 221.

351. Curriculum and Teaching Methods in English (3:3). Designed to acquaint prospective teachers with the modern concepts and practices of English instruction in the secondary schools; emphasis on the teaching of the four fundamental language arts of speaking, writing, reading, and listening. Required of student teachers in English. Pr. 350.

352. Curriculum and Teaching Methods in Romance Languages (3:3). Effective techniques for teaching modern languages with an audio-lingual approach. Emphasis on materials, observations, and practical aids to the secondary teacher in the teaching of his subject. Required of student teachers in Romance Languages. Pr. 350.

353. Curriculum and Teaching Methods in Social Studies (3:3). Organization of the social studies in the secondary schools; classroom methods, techniques, and activities; teaching materials; testing and evaluation. Required of student teachers in the social studies. Pr. 350.

¹During the first half of the block semester, the student may take an additional course in his major field or an elective.

EDUCATION

354. **Curriculum and Teaching Methods in Drama and Speech (3:3).** Instruction, organization, and content of the basic courses in drama-speech in the secondary school curriculum. Attention to the more important philosophies and systems of drama-speech instruction of the past 50 years. Required of student teachers in drama-speech. Pr. 350.

357. **Curriculum and Teaching Methods in Mathematics (3:3).** A study of some special teaching problems in secondary mathematics. Teaching procedures for important topics discussed in relation to their foundations in mathematics and logic. Required of student teachers in mathematics. Pr. 350.

359. **Curriculum and Teaching Methods in Science (3:3).** The development of a philosophy of science teaching and of attitudes and values relative to science teaching in secondary school. Emphasis upon recent curriculum studies in biology, chemistry, physics and earth-science and the changing approaches to teaching these subjects in secondary school. Required of student teachers seeking certification in science. Pr. 350.

461. **Practicum in Teaching (3:1:5).** Supervised practicum in teaching under the direction of a University supervisor. Observations, participation, and appropriate classroom teaching experience in elementary, junior high, or senior high school. Conferences required. Open to unclassified students by permission of the Dean of the School of Education.

465. **Student Teaching and Seminar (6:1:10).** Supervised student teaching in junior and senior high school under the direction of a University supervisor. Observation, participation, and appropriate classroom teaching experience on a full-time teaching assignment for approximately one-half semester. Conferences and seminars required. Pr. 350.

481. **Social and Philosophical Aspects of Education in the Public School (3:3).** Historical background, purposes, and concepts basic to public education; the school as an expression of social and economic life, as a modifying influence on this life, as an interpreter of ideologies, as an instrument for the transmission of culture; evolution, use, and personal significance to the teacher of the dominant American philosophy of education. Required of all teaching majors for certification. Pr. 330 or 350.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Students taking graduate courses or pursuing a graduate degree program should consult the bulletins and official announcements of the Graduate School of the University of North Carolina at Greensboro.

540. **Exceptional Children (3:3).** An introduction to problems and programs of work with children who differ from the average in mental, physical, and emotional characteristics.

EDUCATION

550. Education of the Gifted (3:3). Definition and identification of mentally gifted children. The role of the school and the parent in dealing with giftedness. Demonstrations and evaluation of gifted children.

552. Libraries and Librarianship (3:3). Study of the library as a social institution: its historical development, patterns and objectives of library service, relationships of libraries to other social and educational agencies, standards for library service, and librarianship as a profession.

553. Organizing Library Collections (3:3:2). A study of methods of organizing library collections for effective use, considering principles and techniques for the acquisition, cataloging, and classification of materials. Includes laboratory practice.

554. Selection of Books and Related Materials for Young People (3:3). A survey of library materials appropriate for the high school student, with study of aids and criteria for their selection, and investigation of the reading interests of adolescents.

555. School Library Administration (3:3). A study of the organization and administration of the school library: staff and student assistants, budget, quarters and equipment, library routines, scheduling, services to pupils and teachers, public relations, and evaluation.

556. Selection of Books and Related Materials for Children (3:3). A survey of the development of children's literature, with study of aids and criteria for selection of books and other materials for the elementary school pupil, and investigation of children's reading interests.

557. Basic Reference Sources and Methods (3:3). The selection, evaluation, and use of basic reference materials, with emphasis on the selection of materials, study of their contents, methods of locating information, and instruction in the use of the library.

560. Audio-Visual Materials and Methods (3:3). A study of audio-visual materials, equipment, and methods of instruction, including the characteristics of the various media and their contributions to instruction; selection and evaluation of materials; techniques for the use of materials and related equipment; preparation of simple teaching materials.

COURSES FOR GRADUATES

600. The Community College (3:3). An analytical study of the development of the community college on the national and state levels, including objectives, organization, curricula, instruction, and services.

606. Institutes in Education (1-3). This course is designed to allow sliding credit (to three hours) for special institutes offered to study issues, problems, and new approaches in the profession. The course will include provisions for individual study and writing in the institute areas. A student may apply no more than 3 hours of this course to a graduate degree program.

EDUCATION

617. Reading in the Elementary School (3:3). Nature of the reading process. Principles, methods and materials for developing effective attitudes and skills in the reading program.

618. Mathematics in the Elementary School (3:3). A study of the current mathematics program, including emphasis on meaning theory and on instructional materials, methods and procedures in teaching the fundamental operations.

619. Elementary School Science (3:3). A course in science for the elementary school teacher with some emphasis on methods and materials for teaching.

620. Social Studies in the Elementary School (3:3). Modern trends and practices in teaching the social studies in the elementary school. Discovery and use of local resources.

621. Curriculum and Teaching of the Language Arts in the Elementary School (3:3). This course is designed to give experienced teachers in depth study of the impressive and expressive language arts as they are taught in the elementary school.

622. Diagnostic Teaching (3). This course is designed to help teachers become better diagnosticians and prescribers. It will focus on student needs both from the standpoint of development of interests and abilities and from the standpoint of learning difficulties. Criteria for the selection of methods and techniques will be developed. Objectives include: the diagnostic nature of teaching, the prescriptive nature of teaching, the nature of needs, the nature of learning difficulties, the adjustment of methods and techniques.

627. Workshop in Elementary Education (2-4). An opportunity for group analysis of selected problem areas in elementary education. Also requires individual student presentations of research done on topics related to that person's professional situation.

628. Seminar in Elementary Education (2). Advanced study of problems in the field of elementary education.

630. Trends in Teaching Mathematics in the Secondary School (3:3). Designed to help familiarize teachers of grades 7-12 with the changes in content and methods of teaching secondary mathematics.

631. Trends in the Teaching of Social Studies (3:3). Study of the historical development and objectives of the Social Studies curriculum in the schools; evaluation of instructional materials and resources; teaching methods and procedures. Emphasis on trends and new direction in the curriculum and on the implications of significant research in the Social Studies curriculum and methodology.

632. Trends in Teaching Science in the Secondary School (3:3). Examination of the recent curriculum developments in biology, chemistry, physics,

and earth science at the secondary school level. Emphasis on new approaches to teaching-learning, problem solving, discovery methods of learning, concept learning, and learning by inquiry.

633. Trends in the Methods of Teaching Foreign Languages (3:3). Consideration of principles of learning and teaching foreign languages, problems involved in those processes, various possible solutions, and consideration of earlier and recent trends in methodology. Practical demonstrations.

635. Reading in the Secondary School (3:3). A course designed to give an overview of reading development; to study the problems and procedures of teaching the basic and mature reading skills to pupils in the junior and senior high school; to explore the implications of research for teaching reading and to identify problem areas.

637. Trends in the Teaching of English (3:3). Study of the historical development and objectives of the English curriculum in high schools; evaluation of instructional materials and resources; teaching methods and procedures. Emphasis on the implications of significant research in English curriculum and methodology.

638. Seminar in Secondary Education (2:2). An opportunity for group analysis of selected problem areas in secondary education. Also requires individual student presentations of research done on topics related to that person's professional situation.

655. Supervision of Student Teachers (2-3). A study of the program of student teaching in teacher education; aims of the student teaching experience; orientation and observation; advanced levels of responsibility; conferences and evaluation.

656. Advanced Theories of Counseling (3). Refinement of the student's understanding of counseling theory and techniques through critical examination and use of pertinent theories, research reports, test data, and case study methods.

660. The School Principalship (3:3). A course designed especially for the prospective principal of the lower, intermediate, and secondary levels. Topics receiving emphasis include: functions in providing a system of communications, organizing people to meet organization goals and defining and formulating goals and objectives, stressing, among other specifics, such areas as leadership in instruction, supervision, curriculum design and development, personnel administration, and ethical and legal responsibilities.

662. Reading Interests and Guidance (3:3). A study of reading habits and interests of children and young people, with attention to selection of appropriate materials and to library programs of group and individual guidance in reading. Pr. 554, 556.

663. Organizing Non-Book Materials (3:3). A study of principles and techniques for the selection, acquisition, organization, circulation, and use

EDUCATION

of non-book printed materials and audio-visual materials in the library program. Pr. 553. (Completion of Education 560 is also recommended.)

664. School Library Services to Pupils and Teachers (3:3). A study of the school library's program of teaching, guidance, and advisory services, with consideration of objectives, principles, methods, and problems in planning and providing services. Emphasis is placed on instruction in the use of the library, reference services, reading guidance, guidance in the use of newer media, and work with teachers. Pr. 6 semester hours in library education or permission of instructor.

665. Administration and Supervision of School Library Programs (3:3). A study of objectives, principles, and problems in the operation of library service in individual schools and in school systems, together with a study of school library supervision, including functions, duties, and patterns for the organization of school library supervisory programs. Pr. 555 or equivalent.

669. Vocational and Career Development: Theories and Research (3:3). A study of major theories, constructs and research of vocational development with implications for counseling and career planning. Pr. 675, 678.

670. Educational Measurement and Evaluation (3:3). Designed for teachers, counselors, and administrators. Principles of measurement and evaluation; criteria for evaluation, methods of scoring and interpretation of tests. Construction and use of teacher-made tests. Statistical concepts basic to understanding and interpreting test data.

671. Statistical Methods in Education (3:3). An elementary course in basic statistical techniques as they apply to education.

672. Theory and Procedure in Individual Intelligence Testing (3:3). The rationale of intelligence tests treating theory and procedure. No credit awarded in this course until satisfactory completion of Ed. 673. Pr. Ed. 670 or Psych. 537, Ed. 671 or Psych. 510, appropriate educational and/or psychological major and approval of instructor.

673. Practicum in Individual Intelligence Testing (3). Supervised practice in the administration and interpretation of the Binet and Wechsler scales. Institutional certification of competence for administration and interpretation of these scales awarded upon satisfactory completion of the six-hour sequence. Pr. 672.

674. Principles of Guidance (3:3). Designed to help teachers, administrators and other nonspecialists in guidance understand guidance roles and emphasis in education. Consideration will be given to guidance philosophy, principles, and procedures.

675. Counseling Theory and Practice (3:3). The application of principles, devices, instruments, etc., to practical problems in the school. Emphasis on techniques of interviewing and counseling. Pr. 674 or approval of instructor.

676. Guidance in Elementary Education (3:3). The functions, relationships, organization, and administration of guidance in elementary education. Case studies used to illustrate theory and to aid professional development in relation to guidance problems. Pr. 674.

677. Seminar in Guidance (2). A seminar for counselors who are now engaged in guidance and who wish to extend technical skills, analyze current problems, and plan new activities in guidance. Enrollees are given the opportunity to deal with problems in guidance in accordance with their special needs and interests. Pr. 674.

678. Education and Occupational Information (3:3). A study of the psychological, sociological, and economic factors influencing educational and occupational choice. The appraisal and use of educational and occupational materials for group and individual counseling, and their relationship to school curriculum. Pr. 674.

679. Administration of Guidance Services (3:3). Organizing the guidance functions in elementary and secondary schools; administrative relationships and organizational patterns; initiating and developing the guidance program; roles and responsibilities of administrative, guidance and related personnel; in-service education, facilities and equipment. Emphasis will be given to developing and evaluating guidance services. Pr. 674.

680. Supervised Practicum in Guidance (3). This course is designed solely for Guidance majors seeking the Graduate Counselor's Certificate. Provision will be made for a total Guidance experience under the supervision of a college coordinator and certified public school counselors. Practice will be provided in counseling techniques and all related Guidance services. Pr. 670, 674, 675, 678, 679 and permission of instructor.

681. Group Techniques in Guidance (3:3). A course in the application of group techniques to guidance work. Includes examination of group dynamics, group therapy, and group techniques and an application of these factors to the guidance program. Pr. 674.

682. Mental Hygiene in the School (3:3). A basic course in the principles of mental hygiene and their applications in school organization, instruction, and management. Pr. Educational Psychology or equivalent.

683. School Public Relations (3:3). The fundamentals of the public relations program, cooperating agencies and organizations, the public interest and the community approach to education.

684. The Junior High School (3:3). Organization of the Junior High School program in light of characteristics and educational needs of junior high school youth.

685. Supervision: Improvement of Instruction (3:3). A study of the nature and purposes of supervision, specific techniques and devices of supervision, trends in theory and practice.

EDUCATION

686. Curriculum Construction (3:3). A study of curriculum problems and methods of improvement in the light of objectives and significant research findings.

687. Public School Law (3:3). A study of principles underlying the relation of the State to education and the principles of the case or common law which are applicable to practical problems of school organization and administration. Attention is given to constitutional and statutory provisions, and particularly to court decisions relating to education.

688a,b. Teaching Internship (Master of Arts in Teaching) (3), (3). A period of full participation in a junior or senior high school for two college semesters. The intern will carry a half-time teaching load and devote the remainder of the school day to observation and preparation.

690. Supervised Practicum in Administration (3:3). Provision will be made for a total administrative field experience under the supervision of a University coordinator and selected experienced public school principals. Pr. permission of instructor.

691. Principles of Administration and Organization (3:3). Definition, function, history, purpose, and scope of administration; schools of thought in administration; the administrative process (planning, organizing, staffing, directing, controlling, coordinating, and decision-making); tools of administration (authority and communication); and administrative responsibility.

692. Independent Study (1-4). Guided readings, research and individual project work under direction of a staff member. Pr. graduate standing and approval of instructor.

693. Individual Thesis Problems (2-6). Individual guidance and direction in the development of a research problem in the master's degree thesis.

694. Organization and Administration of American Public Education (3:3). School administration as a profession; the role of the federal, state, and local governments in education; board of education; administrative personnel; teaching personnel; non-teaching personnel; community power structure; interest groups and schools; and non-public schools.

695. Comparative Education (3:3). Definition, purpose, and scope of comparative education; the role of such factors in education as race, language, religion, geography, economics, nationalism, socialism, and democracy; a survey of education in England, France, Germany, U.S.S.R., China, Japan, and India.

696. Philosophical Foundation of Education (3:3). A study of the historical development of basic philosophies of education, with particular emphasis on the reasons for changes in educational outlook and practices, including curricular and organizational movements and trends.

697. Major Issues in American Education (3:3). Identification and analysis of the major issues facing American education. Requires practice in research, critical thinking, and evaluation.

698. Human Development (3:3). An analysis of selected studies in social and biological sciences for the purpose of determining the basic psychological foundations to learning and human behavior involved, and their application to educational practices.

699. Methods of Educational Research (3). A study of the techniques and uses of research in education, along with some basic elements of statistics, including practice in designing research projects.

DEPARTMENT OF ENGLISH

Professors BRYANT (Head of the Department), BUSH, OWEN¹, WATSON; Associate Professors BUCHERT², CHARLES, DIXON, STEPHENS; Assistant Professors BULGIN³, CHAPPELL², DARNELL, ELLIS², WIMSATT; Instructors ALLEN, ANGLE, APPLEWHITE, GAINES, HARMON, HEGE, JARRARD, KIRBY-SMITH, MILLICHAP, PACKER, POSTON, ROBERTS, ROSENTHAL, RUARK, STEFFEE, TISDALE, TUCKER, WILKINSON; Lecturer PATTON⁴.

Proficiency in written English is a requirement for graduation. Any undergraduate whose work in the course in any department gives evidence of a lack of proficiency in written English or in reading ability may be referred to the Department of English for additional work.

COURSES FOR UNDERGRADUATES

Required Courses⁵

101, 102. English Composition (3:3), (3:3). A course designed to develop the student's ability to read with discrimination and to write effectively. First semester: practice in expository writing; the study of shorter works of poetry and fiction. Second semester: continued practice in writing exposition; practice in the use of source materials; the study of novels and plays. Mr. Tucker and staff.

Elective Courses

The courses listed below are open to qualified students according to the University regulations except as specifically stated in the course descriptions.

¹Visiting Professor second semester 1967-1968.

²On leave 1967-1968.

³On leave first semester 1967-1968.

⁴Visiting Lecturer first semester 1967-1968.

⁵In addition all students are required to take English 211 and either English 212, English 202, or English 252 (see p. 60).

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Writing and Language

221, 222. Advanced Composition (3:3), (3:3). A course in the writing of fiction and poetry for students beyond the freshman year. Mr. Watson.

223, 224. Advanced Exposition (3:3), (3:3). A course in expository writing for students beyond the freshman year. Mr. Chappell.

321. Grammar and Composition (3:3). Present-day grammar viewed historically. Various types of writing. This course satisfies a state requirement for prospective teachers of English. Miss Charles.

325, 326. The Writing Workshop I, II (3:3), (3:3). A writing laboratory course devoted to fiction, verse, and criticism. Student work criticized in class and in individual conferences; parallel reading in, and class discussion of, the work of contemporary novelists, short-story writers, poets, and critics. Pr. the completion of either 221 or 222, or permission of the instructor. Mr. Watson.

Literature

105. An Approach to Narrative (3:3). A course intended primarily for freshmen who do not plan to major in English, and designed to give the student a knowledge of various types of narrative and to stimulate purposeful and discriminating reading for pleasure. Mr. Watson and Mr. Chappell.

201. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Homer, Dante, Erasmus, Montaigne, Cervantes, and others. Miss Buchert, Mr. Ladd, and Mr. Applewhite.

202. European Literary Masterpieces (3:3). Extensive reading of complete works in translation: Molière, Goethe, Dostoevsky, Tolstoy, Kafka, and others. Miss Buchert, Mr. Ladd and Mr. Applewhite.

211, 212. English Literature (3:3), (3:3). Introduction to English literature. Emphasis on interpretation and intelligent appreciation of literary masterpieces. English 211 is required of all students. In addition all students must take either English 212 or English 252 or English 202. Mr. Tucker and staff.

251. American Literature from the Beginnings to the Civil War (3:3). American culture and literature from early colonial times through Lincoln, with emphasis upon the expansion of the American mind. Mr. Stephens and staff.

252. American Literature from the Civil War to the Present (3:3). American literature from 1850 to the present, with emphasis on the Civil War and Reconstruction; westward expansion; the local color movement and regionalism; the rise of realism, the development of social revolt, and the beginning of naturalism. Mr. Stephens and staff.

337. English Literature to 1500 (3:3). An introduction to the culture of the Middle Ages. Selected reading in English literature from *Beowulf* to Malory. Works in Anglo-Saxon and some of those in Middle English in translation. Mr. Wimsatt.

338. Non-Dramatic Literature of the English Renaissance, 1500-1610 (3:3). Readings in the poetry and prose, with emphasis on the development of thought and style. Miss Buchert.

339. Shakespeare: The Early Plays and the Sonnets (3:3). Twelve plays will be studied, including *The Merchant of Venice*, and two parts of *Henry IV*, *Romeo and Juliet*, *As You Like It*, *Twelfth Night*, and *Hamlet*. Mr. Bryant and Miss Buchert.

340. Shakespeare: The Later Plays (3:3). Twelve plays will be studied, including *Othello*, *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Measure for Measure*, and *The Tempest*. Mr. Bryant and Miss Buchert.

342. The Seventeenth Century (3:3). The main lines of thought and style noted in the major writers from the beginning of the century through Milton and Bunyan. Emphasis upon the lyric and meditative poetry of the metaphysicals. Miss Charles.

343. Wordsworth and Coleridge (3:3). Intensive study of the works of Wordsworth and Coleridge, with attention to the development of the Romantic movement. Mr. Dixon.

344. The Later Romanticists (3:3). Intensive study of the works of Byron, Shelley, and Keats. Mr. Dixon.

345. Victorian Literature (3:3). Important writings (exclusive of the novel) of the era 1832-1880. Those studied include Tennyson, Browning, Arnold, Rossetti, Swinburne, Elizabeth Browning, Carlyle, Ruskin, Newman, Clough, Huxley, and others. Miss Bush.

346. The Later Nineteenth Century (3:3). Writings of the last thirty years of the nineteenth century, including Hopkins, Hardy, Housman, Wilde, Shaw, Kipling, Wells, and others. Mr. Bulgin.

357, 358. Contemporary Poetry (3:3), (3:3). A study of contemporary poets whose writings reflect the changing aesthetic, social, political, and ethical conventions of our present civilizations. Either course may be elected independently of the other. Mr. Watson and Mr. Chappell.

359. The Restoration and Early Eighteenth Century, 1660-1740. (3:3). A study of representative writers of the period, including Pepys, Dryden, Congreve, Defoe, Addison and Steele, Swift, and Pope. Mr. Tucker.

360. The Later Eighteenth Century (3:3). A study of the decline of the Neoclassic tradition. Emphasis upon such writers as Richardson, Fielding, Gray, Goldsmith, Boswell, Johnson, Burns, and Blake. Mr. Tucker.

ENGLISH

371. **The Literary Study of the Bible (3:3).** The Bible as a part of the world's great literature; designed to give the student a better comprehension of the Bible through study of its origins, history, structure, and literary qualities. Miss Bush.

449. **Co-ordinating Course (3:3).** A course required of English majors in the senior year. Designed to give the student an opportunity to organize his work in his major subject and to coordinate this work with work taken in other fields. Staff.

493-494. **Honors Work (3:3)-(3:3).** Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

Literature and Language

513. **The English Language (3:3).** A study of the origins and the development of the English language, emphasizing the influences on its growth as well as its present usage. Miss Charles.

531. **The American Transcendentalists (3:3).** A survey of the writings of the New England transcendentalist group with intensive study of the contributions of Emerson, Thoreau, and Whitman. Mr. Stephens.

532. **The American Romantic Novel (3:3).** Development of the American novel and romance from the early sentimental and gothic forms through Hawthorne and Melville. Some attention to related forms such as travel narrative, sketches, etc. Mr. Stephens.

533. **The Realistic and Naturalistic Novel (3:3).** A survey of the American novel (1860-1920) that will include such writers as Twain, James, and Dreiser and also selected minor writers. Mr. Darnell.

534. **The Modern American Novel (3:3).** A survey of modern American novels, including such writers as Faulkner, Hemingway, and Fitzgerald, along with selected minor writers. Mr. Ellis.

536. **Chaucer (3:3).** The literary study of selections from *The Canterbury Tales*, and parts of *Troilus and Criseyde*; selected minor poems. Mr. Wimsatt.

537. **Middle English Literature (3:3).** An introduction to the language and literature of thirteenth-, fourteenth-, and fifteenth-century England. Staff.

539. **Spenser (3:3).** A study of Spenser's *Faerie Queene* and selected minor poems. Extensive reading in related works of the period. Mr. Bryant and staff.

540. **Shakespeare, Eight Plays (3:3).** A course background in the reading of Shakespeare's plays will be assumed. Mr. Bryant and staff.

541. Milton (3:3). A study of Milton's major poems and several of his most important prose works in their seventeenth-century setting.

547. The English Novel through the Nineteenth Century (3:3). An historical and critical study of the English novel from its beginning through Thomas Hardy, with emphasis on the novel in the nineteenth century. Mr. Bulgin.

548. The Modern Novel (3:3). A study of a group of selected novels of the late nineteenth and twentieth centuries; emphasis on continental novelists with some comparative study of a few English and American masters. Staff.

549. Literary Criticism (3:3). A study of important critical writings from Plato to the present. Particular attention to English criticism. Mr. Bulgin.

550. Modern English Literature (3:3). Consideration of a selected group of outstanding contemporary writers: essayists, novelists, dramatists, and poets. Mr. Watson.

552. Southern American Literature (3:3). A study of principal authors, from colonial times to the present, and literary movements related to the development and influence of the Southern tradition in American literature. Mr. Stephens.

554. Elizabethan Drama (3:3). Some attention to the beginnings of drama in English. Intensive study of the major plays of Lyly, Peele, Greene, Kyd, and Marlowe. Miss Buchert and Mr. Bryant.

555. Jacobean and Caroline Drama (3:3). A survey of the works of such figures as Dekker, Middleton, Webster, Beaumont and Fletcher, Massinger, Ford, and Shirley. Special attention to the major plays of Ben Jonson. Miss Buchert and Mr. Bryant.

556. English Drama of the Restoration and Eighteenth Century (3:3). A study of the principal dramatists of the period 1660-1800 with special attention to Congreve and Sheridan. Staff.

561. Poetry of the Later Eighteenth Century (3:3). A survey of English poetry between Pope and Wordsworth, with particular attention to the works of Johnson, Gray, Cowper, Crabbe, Burns, and Blake. Mr. Dixon.

563. American Poetry from the Beginnings to the Late Nineteenth Century (3:3). A survey of American poetry and related critical theory with special emphasis on such major figures as Edward Taylor, Philip Freneau, William Cullen Bryant, Poe, Emerson, Longfellow, Whitman, and Dickinson.

570. The Structure of Verse (3:3). Verse forms and sound patterns in English and American poetry.

582. The Modern Drama (3:3). Drama of the late nineteenth century and the twentieth century. Staff.

ENGLISH

Writing

- 525, 526. **Writing-Advanced: Fiction** (3:3). Staff.
527, 528. **Writing-Advanced: Poetry** (3:3). Mr. Chappell.
529, 530. **Writing-Advanced: Plays** (3:3). Mr. Watson.

The courses above constitute continuations of 325, 326, and are reserved for writers who have been encouraged to study writing through a second year. Prerequisites for graduate credit: (1) the successful completion of a semester in advanced composition and in 325 or 326 or the equivalent; and (2) permission of the head of the Department of English and of the instructor.

COURSES FOR GRADUATES

The graduate student in English may work toward one of four degrees: the Master of Arts with a minor in an approved related field or with a minor in some field of American or English literature; the Master of Fine Arts with a major in writing and a minor either in other arts or in English or American literature; and the Master of Education with a major in English or a minor in English; and the Doctor of Philosophy. Graduate programs are described in Chapter VIII, p. 225, and in the graduate bulletin.

Prerequisite for writing courses planned for candidates for the M.F.A. in writing: the successful completion of at least eighteen hours in approved courses in English and American literature above Grade I. Required of all candidates for the M.F.A. in writing: Philosophy 690, Aesthetics (3:3).

Literature and Language

601. **Bibliography and Methodology** (3:3). An introduction to the scope, aims, materials, and methods of literary scholarship, including textual criticism. Staff.

609, 610. **Seminar in Middle English Literature** (3:3), (3:3). An intensive study of Middle English language and literature. First semester, detailed survey of the thirteenth, fourteenth, and fifteenth centuries; second semester, concentration on a single major author, work, school, or movement. Mr. Wimsatt.

611, 612. **Seminar in the Literature of the English Renaissance** (3:3), (3:3). Intensive investigation of selected authors or topics. First semester, sixteenth century; second semester, early seventeenth century. Staff.

617a,b. **Studies in Lyric and Narrative Verse: (a) Romantic; (b) Victorian** (3:3), (3:3). Mr. Dixon.

621, 622. **Romanticism** (3:3), (3:3). An examination of English, Continental, and American romantic attitudes toward politics, nature, and art.

633, 634. **Studies in Nineteenth and Twentieth-Century American Literature** (3:3), (3:3). Nineteenth-century seminar usually offered in fall term; early twentieth century in spring. Topics to vary. Mr. Stephens and Mr. Ellis.

643. **Special Studies in Wordsworth** (3:3). A careful examination of Wordsworth's poetic achievement with particular emphasis on "The Prelude." Mr. Dixon.

646. **Special Studies in Byron, Shelley, and Keats** (3:3). An intensive study of the crucial literary and biographical problems. Mr. Dixon.

655, 656. **Contemporary British and American Literature** (3:3), (3:3). First term: an intensive study of the writings of W. B. Yeats, James Joyce, and D. H. Lawrence. Second term: Wallace Stevens, T. S. Eliot, and Robert Frost. Mr. Watson.

660. **Modern English** (3:3). A detailed study of modern American English in its synchronic aspect. Mr. Wimsatt.

661. **Theory of Rhetoric** (3:3). A systematic survey of the aims of rhetoric, from classical times to the present. Mr. Bulgin.

662, a, b, c. **Studies in Poetry and Drama: (a) Sixteenth Century; (b) Seventeenth Century; (c) Eighteenth Century** (3:3), (3:3), (3:3). Staff.

663 a, b. **Studies in the Development of English Prose: (a) 1500-1660; (b) 1660-1900** (3:3), (3:3). Staff.

667 a, b. **The English Novel** (3:3), (3:3). Staff.

668. **Directed Reading** (3 to 6). Conducted by means of individual conferences. Program of reading formulated to meet the varying needs of each student. Pr. admission to candidacy for the degree. Staff.

Writing

671, 672. **Graduate Tutorial in Writing: Fiction** (3:3), (3:3). Mr. Chappell.

673, 674. **Graduate Tutorial in Writing: Poetry** (3:3), (3:3). Mr. Watson.

675, 676. **Graduate Tutorial in Writing: Plays** (3:3), (3:3). Mr. Watson.

677, 678. **Special Problems in Writing** (3:3), (3:3). Mr. Watson.

694. **Thesis** (2 to 6). Staff.

GEOGRAPHY

DEPARTMENT OF GEOGRAPHY

Associate Professor DOZIER (Head of the Department); Assistant Professor BENNETT; Lecturer HAYES; Instructor PARKER.

101. World Human Geography (3:3). A world regional study in which the emphasis is on man and his distinctively human responses to various geographic situations throughout the earth. The nature and development of cultural regions will be studied through countries selected as representative.

211, 212. Physical Geography (3:2:3), (3:2:3). An introduction to the earth science aspects of geography, such as weather processes and climate, soils, natural vegetation, water resources, rocks and minerals, and surface morphology. May not be taken for credit along with Geog. 335.

237. Fundamentals of Economic Geography (3:3). A social science-oriented survey in geography emphasizing factors of location and function in world patterns of agriculture, manufacturing, trade, and urbanization.

335. General Geography (3:2:3). A general survey of world environmental patterns and features, especially those of climate, the interrelationships, the physical processes involved, and the human-economic significance. Required of elementary education majors.

337. Geography of South America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of the various countries of the South American continent.

339. Geography of Middle America (3:3). A study of the physical environmental conditions, resources, patterns of population and development, economic and social problems of Mexico, Central America, and the Caribbean Islands.

341. Geography of Europe (3:3). An analysis of the interrelationships of climate, surface features, natural resources, distribution of peoples, economy, and problems of modern Europe.

342. Geography of the Soviet Union (3:3). A regional study emphasizing the relationships that exist between the physical environment and the cultural patterns in the Soviet Union.

344. Geography of Anglo-America (3:3). A regional study emphasizing the relationships that exist between the natural environment and the human activities in each of the geographic regions of the U. S. and Canada.

348. Geography of Asia (3:3). A survey of the physical features, natural resources, population distribution, and economic adjustments of the peoples of Eastern, Southeastern, and Southwestern Asia.

¹May not be used to satisfy the social science requirement.

350. Geography of Africa (3:3). A study of the physical and cultural environments of Africa, with emphasis on the role of geographic factors in the historical, political, and economic development of the various regions of the continent.

501, 502. Urban Geography (3:3), (3:1:6). A study of cities as entities—their distributions, characteristics, and development; intra-urban spatial relationships of land use: industrial, commercial, institutional, and residential. Second semester consists of a practicum in urban geography emphasizing field techniques.

¹511. Climatology (3:3). A study of the meaning, scope, and methods of climatology with emphasis on the climatic elements, the climatic controls, and the climatic types of the various continents. Pr. 211 or permission of the instructor.

¹512. Geomorphology (3:2:3). An advanced study of the dynamics of the earth's surface: land form interpretation through selective examination of major processes, especially fluvial. Field trips. Pr. 212 or permission of instructor.

521. Geography of World Population (3:3). A study of the areal differentiation of the population of the earth and the interrelationships which exist between man, and various cultural and physical environmental factors, with particular emphasis on the balance between world population and world resources.

523. Political Geography (3:3). Geographic relationships in the formation, administration, and international problems of nations; emphasis is upon locational factors, boundaries, culture groups, core areas, and resource inequalities.

537. Industrial Geography (3:3). A study of the factors relating to the nature, location, and development of manufacturing industries, emphasizing locational theory, classification of manufactures, principal areas of manufacturing activity, and the interrelationships between manufacturing and other phases of economic geography.

571. Cartography and Geographic Techniques (3:1:6). Introduction to maps and map-making, stressing drafting techniques, map design, and application of research methods to the map.

576. Conservation and Resource Planning (3:3). The nature of resources, their significance to man, and the need for conservation. Problems arising from the use and misuse of resources in the United States from the regional planning viewpoint. Field trips.

601a. Basic Concepts of Earth Science (3). Fundamental principles and processes of earth science; topics to be selected from the general fields of

¹May not be used to satisfy the social science requirement.

GERMAN-RUSSIAN

earth-sun relations, atmospheric elements and principles, climatic types, materials of the earth's crust, and the process of weathering. 30 lecture and 30 laboratory hours.

601b. Basic Concepts of Earth Science (3). Fundamental principles and processes of earth science; topics to be selected from the general fields of tectonic and gradational forces in surface morphology, landform characteristics, changes through earth history, and topographic map interpretation. 30 lecture and 30 laboratory hours, including field study.

603 a, b. Special Studies in Physiography (3), (3). A study of the physiographic regions of the United States, the genesis and pattern of the major landforms included within each, their distinctive characteristics, and their cartographic interpretation. (1st Semester: Western U.S.; 2nd Semester: Eastern U.S., with field trips.) Students may not receive credit for both this course and Geog. 512.

DEPARTMENT OF GERMAN AND RUSSIAN

Professor BAECKER (Head of the Department); Assistant Professors JASENOVIC, MORRISON, RENER; Lecturer ABICHT.

GERMAN

German 101-102, 103, 104, and 210 will not count toward a major in German. Suggested courses in support of a German major: English 201, 202 (European Literary Masterpieces); Geography 341 (Geography of Europe); Philosophy 312 (History of Modern Philosophy).

101-102. Elementary German (3:3)-(3:3). Essentials of grammar, graded reading, vocabulary building. Language laboratory facilities.

103, 104. Intermediate German (3:3), (3:3). Review of grammar, reading lyrics, short stories, and selections from plays.

205, 206. Introduction to German Literature (3:3), (3:3). Representative works in prose and verse.

210. Scientific and Technical German (3:3). German readings in chemistry, physics, zoology, botany, geology. Pr. 103.

211. German Conversation and Composition (3:3). For students desiring some proficiency in spoken and written German. Free conversation on a wide range of everyday subjects. Language laboratory facilities. Pr. 103, 104, or permission of the instructor.

212. Intermediate Conversation (3:3). Free conversation in idiomatic German. Written work in dialogue form. Building up an active vocabulary. Laboratory facilities.

GERMAN-RUSSIAN

317-318. **Survey of German Literature (3:3)-(3:3).** Survey of the German Literature to 1750. Major works and figures of the Medieval, the Renaissance, and the Baroque periods.

321, 322. **Goethe's Life and Selected Works (3:3), (3:3).** A study of the various periods of Goethe's literary activity; reading of works illustrating different periods of his development.

325, 326. **German Literature of the Nineteenth and Twentieth Centuries (3:3), (3:3).** Selected works of representative writers in the fields of poetry and novel and drama.

327, 328. **The Classical Period of German Literature (3:3), (3:3).** Representative works of Lessing, Schiller, Goethe.

331. **Lessing and His Time (3:3).**

332. **Schiller's Life and Selected Works (3:3).**

345. **German Fiction of the Nineteenth Century (3:3).** Selected works of the more important writers are read. Emphasis upon the Romantic period. Collateral readings and reports.

346. **The German Drama of the Nineteenth Century (3:3).** Brief lectures on the lives and works of the following authors: Kleist, Büchner, Grabbe, Grillparzer, Hebbel, Ludwig, and Hauptmann.

401. **Goethe's "Faust" (3:3).**

491, 492. **Readings for Seniors (3:3), (3:3).** Required of all seniors majoring in German. A reading list will be provided to meet the needs of the individual student. Weekly reports are required.

RUSSIAN

101-102. **Elementary Course (3:3)-(3:3).** Basic principles of grammar; graded reading of selected texts; some conversation; language laboratory facilities.

203-204. **Intermediate Course (3:3)-(3:3).** Review of grammar, practice in conversation, selected readings from 19th and 20th century literature. Pr. 101-102.

215. **Russian Conversation and Composition (3:3).** Conversation on a wide range of subjects; composition based upon readings.

HEALTH, PHYSICAL EDUCATION, & RECREATION

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Professors MARTUS (Head of the Department), HENNIS, MCGEE, ULRICH; Associate Professors DAVIS, GRIFFIN, LEONARD, MOOMAW, SOLLEDER; Assistant Professors GREENE, LOEFFLER, PLEASANTS, RILEY, SHAMBURGER, WARREN, WHITE; Instructors CHILDREY, FLYNN, GALLOWAY, GASKIN, LAIN, PORTER, RUSSELL, SWIGGETT; Teaching Fellows FATH, KERR, LOWE, PHARNES, SCHROEDER, WALTER; Lecturer DOUGLAS.

HEALTH EDUCATION

Health education courses may be elected by students in any curriculum.

Undergraduate and graduate major programs in health education are also available. Curricula fulfill North Carolina requirements for teacher certification and, with appropriate selection of elective courses, can provide suitable preparation for some types of community health organization positions.

101. Health (3:3). To promote better living in the present and future through an understanding of pertinent health needs of the individual and community. Emphasis on the development of values and insights as a basis for choices in meeting health problems. Required of all students seeking teacher certification; upperclass students substitute 301. Elective for all others.

236. First Aid (1:1). American National Red Cross Standard Course leading to certification for those who qualify. Required of majors in physical education and in recreation; open to others.

301. Health (3:3). The scientific approach to physical, emotional and social health problems; application of personal health knowledge and practices to community and world living. Open only to juniors and seniors who have not had Health 101. Fulfills teacher certification requirement. Elective for others.

330. Family Health (3:3). A study of contemporary health problems as they affect the maintenance and promotion of the health of the family. Pr. 101 or 301, or permission of the instructor. Elective for juniors, seniors, and qualified sophomores.

334. Community Health (3:3). The broad scope of community health, the efforts of official and voluntary agencies toward solving major health problems, and the responsibility of the individual in the community health program. Greensboro is used as a laboratory for the study of community services for health in practice and the projecting of health plans for community improvement. Pr. 101 or its equivalent.

HEALTH, PHYSICAL EDUCATION, & RECREATION

338. **Safety and First Aid (3:3).** The study of factors essential to safety in the home, school, and community. Presentation of American Red Cross first aid courses leading to certification as an Instructor for those who qualify. Students may also qualify for Civil Defense instructor certificate in Medical Self-Help. Elective for juniors, seniors, and qualified sophomores.

341. **Elementary School Health (3:3).** A study of the health problems of the elementary school child and the role of the teacher in the school health program. Curriculum development and methods and materials of health instruction are given special consideration. Pr. 101, and Biology 101-102, or Chemistry 111-112.

367. **Curriculum and Teaching Methods in Health (2:2).** A study of the philosophy and practice of health education, with emphasis on modern theories of curriculum development, problem-centered teaching methods, and instructional materials.

369. **Child Health (3:3).** Growth and development as related to the health of children from prenatal life through adolescence. Consideration is given to meeting physical, emotional, and social needs in the care of children. Pr. 101, or Biology 277. (Not offered 1968-1969.)

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

520. **The School Health Program (3:3).** A study of the total school health program (healthful environment, health services, health instruction) and its contribution to the health and education of children and youth.

540. **Seminar in Health (3:3).** Current problems, issues, and trends in health education and the health sciences, with emphasis on the analysis of research and literature.

COURSES FOR GRADUATES

600. **Contemporary Problems in Health (3:3).** A study in depth of current personal, community, and world health problems, through critical analysis of literature and research.

676. **Problems Seminar (1) to (4).** The course will provide an opportunity for the student to develop a problem in the area of his choice. The emphasis of the problem shall be in dance, or body mechanics, or recreation, or health education, or sports in teacher education. Credit may be divided over 2 or more semesters. Problems Adviser.

694. **Thesis (1) to (6).**

695. **Independent Study (1) to (3).** Intensive study in an area of special interest in physical education, health education, recreation, or dance. Open

HEALTH, PHYSICAL EDUCATION, & RECREATION

to graduate students. Pr. demonstrated competency for independent work and consent of departmental academic adviser and the instructor.

PHYSICAL EDUCATION

Physical education is required in the general University program of all students in the freshman and sophomore years. Two semesters of one activity may be presented for credit if activities are at two different skill levels. Juniors and seniors may elect courses listed in the catalog as elective courses for credit, and may audit activity courses with the permission of the academic class adviser and the instructor.

All students are classified for activity participation by the University Physician. Selection of activities for physical education instruction and recreation must be made on the basis of these recommendations. Motor skill scores, posture examinations, interests, needs, and previous experience are used in the guidance of the student in the intelligent choice of activities for instruction and for leisure. A wide range of course offerings is available to students within the limitations of health status recommendations.

In the latter part of the first semester of the freshman year, an orientation program is offered to all freshmen. This orientation course includes readings, assignments, discussions, and group participation in units of study in the history of physical education, the philosophy of modern physical education, and patterns of living defined as health practices, body mechanics, relaxation, and leisure. Through these experiences, the student has opportunities to develop understandings, appreciations, and attitudes in the theoretical approach to physical education as a part of his total educational experiences.

Courses for Freshmen and Sophomores ($\frac{1}{2}$:2). 103, Body Mechanics; 104, Basic Activities; 105, Modified Activities; 106, Rest; 121, Beginning Badminton; 122, Intermediate Badminton; 123, Softball; 125, Basketball and Softball; 127, Beginning Golf; 129, Beginning Gymnastics; 130, Field Hockey; 131, Recreational Sports; 135, Soccer-Basketball; 136, Wrestling; 137, Speedball; 139, Volleyball and Basketball; 140, Hall Ball; 141, Lacrosse; 142, Social Dance; 143, Folk Dance; 144, Beginning Ballet; 145, Beginning Modern Dance; 147, Square Dance; 149, Tap Dance; 151, Beginning Swimming; 161, Beginning Tennis; 163, Volleyball; 170, Beginning Fencing; 220, Archery; 221, Intermediate Archery; 227, Intermediate Golf; 228 Advanced Golf; 229, Intermediate Gymnastics; 244, Intermediate Ballet; 245, Intermediate Modern Dance; 246, Advanced Ballet; 252, Intermediate Swimming (lower); 254, Intermediate Swimming (higher); 256, Advanced Swimming; 258, Life Saving; 259, Water Safety Instructors; 262, Intermediate Tennis; 264, Boating and Canoeing; 266, Beginning Bowling; 267, Intermediate Bowling; 270, Intermediate Fencing.

103. Body Mechanics for the Individual ($\frac{1}{2}$:2). Group and individual work in practical body mechanics, the use of the body in everyday activities;

HEALTH, PHYSICAL EDUCATION, & RECREATION

posture and relaxation. Particularly recommended for students whose posture examination indicates a need for work in this area.

104. Basic Activities ($\frac{1}{2}$:2). Designed for the student who needs additional work in basic fundamental skills as evidenced by the motor skill tests.

105. Modified Activities ($\frac{1}{2}$:2). Substituted for regular class work on the advice and recommendation of the University Physician and the head of the department, for those students for whom a program of light activities is recommended. Recreational activities adapted to the needs of individuals in the group.

106. Rest ($\frac{1}{2}$:2). Substituted for regular class work on the advice of the University Physician. Reading assignments and written work required in selected activities.

Gymnasium Costume

Every woman student in the regular University courses must provide herself with a regulation gymnasium outfit as follows:

Two washable suits	\$12.30
Regulation shoes	3.85
Two pair socks	1.60
Sweater	3.25
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Total	\$21.00

Gymnasium suits must be secured after the student comes to the University from the University Book Store which handles the uniform adopted and required by the Department of Health, Physical Education, and Recreation.

Men students should purchase regulation outfit from Book Store.

No swimming suit except a regulation suit may be worn in the swimming pool. This suit is supplied by the Department. The suit is laundered by the University after each swimming period. Women students using the pool must have bathing shoes and caps.

ELECTIVE COURSES

241. Playground Organization and Management

See p. 165.

334. Camp Leadership (1:1). Lectures, discussions, observations, and required readings on camp program, camp organization and administration, and the place of camping in the educational program.

336. Advanced Modern Dance (1:2). Open only to students who have completed two semesters of the Modern Dance or who can demonstrate the necessary skill.

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337. **Waterfront Supervision (1:2).** Open only to students who can present the requisite skill in swimming. Designed for students interested in camp counselorships and summer recreational programs. Red Cross certification.

338. **Sports Organization and Management: Tennis (1:1).** Designed especially for recreation leaders, camp counselors, high school teachers, and social workers. Fundamentals of coaching and standards of tournament play with emphasis on the values of health protection and ethics of sportsmanship.

339. **Sports Organization and Management: Volleyball and Basketball (2:2).** Adapted to meet the needs of recreation leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports.

340. **Sports Organization and Management: Recreational Sports and Softball (2:2).** Adapted to meet the needs of recreational leaders, high school teachers, and camp counselors. Fundamentals of coaching and officiating in team sports and organization and management of recreational games.

341. **Principles and Procedures in Physical Education (3:3).** Integration of principles in general education, and physical education for Grades I to VI.

342. **Social, Folk and Country Dance (2:2).** A study of the national characteristics of music, costumes, dances, and folk arts. Designed for the high school teacher, community worker, or recreation leader.

343. **Festivals for School and Community (1:1).** A study of traditional folk festivals and their adaptation to school and community use. Each student is required to write one festival based on the semester's study. The student should have had one semester in folk dances.

344. **Community Recreation (3:2:3).** The philosophy of recreation; program planning for various types of groups, practice teaching in social recreation; and observation in local community programs. Designed especially for recreational leaders, camp counselors, Girl Scout executives, county home demonstration agents, and social workers.

345. **Elementary Dance Composition**
See p. 166.

346. **Intermediate Dance Composition**
See p. 166.

354. **History and Theory of the Dance**
See p. 166.

355. **Applied Dance (2:1:3).** A co-ordinating course designed to increase skill in technique and the use of related art materials.

356. **Applied Dance (2:1:3).** Continuation of first semester course in which advanced skill and maturity in the selection and use of materials should be demonstrated.

HEALTH, PHYSICAL EDUCATION, & RECREATION

PROFESSIONAL COURSES IN PHYSICAL EDUCATION

The department offers graduate and undergraduate courses leading to the Bachelor's, Master's, and Doctor's degrees.

In co-operation with the Department of Sociology, the department offers work leading to the Bachelor of Arts degree in Recreation Leadership. See p. 65.

The curriculum leading to the Bachelor of Science degree with a major in Physical Education is based on the study of natural sciences, social sciences, and health. Courses in the humanities are required to insure the cultural background essential in this field of education. At the beginning of the junior year, the professional student in physical education may choose a program emphasizing teacher education, dance education, recreation in physical education, corrective physical education, dance performance, or health education. The teacher education and dance education sequences include courses in education and psychology required for a Grade A teaching certificate in Physical Education and Health.

No student is permitted to enter upon or continue the work of the professional course if in the judgment of the University Physician his physical condition renders it inadvisable.

For the requirements for the Bachelor of Science degree with a major in Physical Education, see p. 74.

Graduate work is offered leading to the Master of Fine Arts degree with a graduate major in Dance, the Master of Education degree with a major in Physical Education, the Master of Education degree with a major in Health Education, the Master of Science degree in Physical Education, the Master of Arts in Teaching degree (with certification in Health or Physical Education), and the Doctor of Education degree with a major in Physical Education.

COURSES FOR UNDERGRADUATES

111, 112. **Theory and Practice in Selected Activities** ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Speedball, swimming, body mechanics, recreational sports, stunts, volleyball, rhythmic fundamentals, tennis, softball, modern dance orientation, safety.

211, 212. **Theory and Practice in Selected Activities** ($\frac{1}{2}$:6), ($\frac{1}{2}$:6). Field hockey, archery, modern dance, bowling, social dance, basketball, badminton, folk dance, swimming, golf, tap dance, coaching, orientation, and safety.

241. **Playground Organization and Management** (3:3). Organization and leadership, techniques of teaching playground games, lead-up games to team sports, stunts, relays, and safety. Includes programming for and construction of school and community playgrounds. Observations of playground activities and physical education for Grades I-VI.

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345. **Elementary Dance Composition (2:2).** Includes the study of the rhythmic and musical bases of dances, the elements of art and theatre in the structure of dances.

346. **Intermediate Dance Composition (2:2).** Includes the study of space and design elements as used in dance, and as similarly used in other arts.

348. **The Dance Curriculum (2:2).** Evaluating and grading dance materials. Teaching methods in modern dance, folk, tap, American country, and social dance. The administration of the dance curriculum and the organization and problems of the dance production.

351. **Principles of Health, Physical Education, and Recreation (3:2:3).** Study and analysis of the biological, sociological, psychological, educational, and philosophical foundations of physical education and health including the definition, relationship, and application of principles to the teaching of physical education. Determination of the aim and objectives of physical education. Directed laboratory experiences in selected activities; child rhythms and English folk dance.

352. **Curriculum in Physical Education (2:2).** Construction of modern programs of physical education including units in health and recreation education. Study of state and city programs. Development of courses of study, instructional units, and lesson plans. Observations of junior high school and secondary school programs.

354. **History and Theory of the Dance (3:3).** The history and motivation of dance from primitive through present times. Study of theories of leading dancers from the beginning of theatrical dance through modern times.

359. **Techniques of Coaching and Officiating (2:6).**

360. **Curriculum and Teaching Methods in Physical Education Activities (2:6).** Gymnastic teaching, coaching and officiating in speedball, hockey, basketball, tennis, softball, fencing, folk dance teaching, intramurals marching, modern dance, camp leadership, modified field events. Opportunities for officiating in team and individual sports and procedures for the organization of field days, sport days, play days, festivals, and safety.

376. **Kinesiology (3:3).** Analysis of human motion. Study of joint and muscle function, mechanical principles governing human motion. Anatomic and mechanical analysis of physical education activities, basic skills and posture.

434. **Camp Leadership (0).** In June of the junior year, professional students in physical education are required to attend a two-week camp period in camping experience. During this summer camp program, the student must successfully pass work in the following activities: practical camp leadership, waterfront supervision, boating and canoeing. The student is given instruction in activities which can be adapted for use in camps,

HEALTH, PHYSICAL EDUCATION, & RECREATION

in practical problems of camping, and in camp counseling. The satisfactory completion of all work is necessary before the student may enter the senior year in physical education.

449. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to co-ordinate the work of the student and to serve as a guide in the co-ordination of interpretations, philosophy, and understandings in modern physical education.

460. Observation and Participation in Health and Physical Education (2:2). Analysis of observation and participation techniques. Observation of pupils, class activities, and teaching methods. Participation in teaching-learning process. Practical experience in observation and participation in public schools on the elementary and secondary levels under guidance of cooperating teacher. Pr. 241, 351, 352, and Education 350 or with approval of department head.

461, 462. Directed Teaching in Health and Physical Education (3), (3). Techniques of teaching health and physical education under supervision. Full-time teaching in the Curry School, city schools, University service program, and/or teaching centers in the state. Admission by application only. Acceptance contingent upon approval of department head.

464. Administration of Health, Physical Education, and Recreation (2:2). A study of the administration of physical education in secondary schools and colleges, with special reference to the problems of the administrator in the conduct of the integrated program of physical education, health, and recreation.

465. Preventive and Corrective Physical Education (2:3). The study of the preventive and corrective programs in physical education. Organization and techniques of the physical examination. The study of body mechanics, corrective exercises, relaxation and massage. Preparation for teaching preventive and corrective physical education.

468. Evaluation and Measurement in Health, Physical Education, and Recreation (3:3). Survey of tests and the application of measurement in physical education including related areas of health and recreation. Elementary testing procedures.

469, 470. Advanced Techniques and Teaching Methods in Physical Education (1:5), (1:5). Modern dance, golf, handball, squash, life saving, fencing, bowling, sports coaching, officiating, and safety. This course includes assisting in University classes in physical education and officiating in physical education activities of the University and community.

476. Problems Seminar (2:2). A general survey of current problems in the fields of physical education. The course will provide an opportunity for the student to specialize in a problem of his choice. The emphasis of the problem shall be in dance, body mechanics, recreation, or teacher education.

493-494. Honors Work (3:3)-(3:3).

HEALTH, PHYSICAL EDUCATION, & RECREATION

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

506. **Sports in the Twelve Year Program (3:3).** A sports practicum designed to meet the needs of teachers of sports in the twelve year program. Emphasis determined by needs and interests of students enrolled.
511. **Prevention and Treatment of Athletic Injuries (2:1:2).** A course designed to provide knowledge and skills to aid in the prevention and treatment of injuries common to athletes. Emphasis on prevention and reconditioning programs.
522. **Anthropological Bases of Dance (2:2) or (3:3).** A study of the dances of the primitive and developed cultures. Folk, court dances, and ballet as expressions of social forms and cultures.
523. **Dance of the Twentieth Century (2:2) or (3:3).** Development and trends of the various types of dance; their relationship to older social forms and cultures; to developments in the other arts today and to our present-day social pattern.
529. **Dance Notation (3:3).** Development of the ability to read and write Dance Notation and the construction of a score for an original piece of choreography.
530. **Recreational Crafts (2:2) or (3:3).** Organization of crafts program and practical experience in the use of various craft materials.
552. **Outdoor Education (2:2).** A preparation of leaders in the administration and guidance of school camping and outdoor education programs with special emphasis on programming, the acquisition of skill techniques, and administrative problems.
553. **Organization and Administration of Recreation (2:2).** A study and general survey of programs in recreation, with special emphasis on the problems which arise in planning the program.
557. **The Adapted Program in Physical Education (2:2).** A survey of the related problems with special emphasis on advanced techniques for teaching body mechanics at different age levels.
563. **The History of Physical Education (2:2).** The historical development of physical education, with special emphasis on the educational philosophies of each era, and the influences of these philosophies on current practices in physical education.
571. **Physical Education for the Handicapped (3:3).** Study of the physical education program for the emotionally, mentally, socially, and physically handicapped. Individual study in related problems. Observations of conditions through visits to orthopedic hospitals, to clinics and schools.

HEALTH, PHYSICAL EDUCATION, & RECREATION

COURSES FOR GRADUATES

610. **Statistics for Research in Health, Physical Education, and Recreation (3:3).** A course in basic statistics with application for the fields of health, physical education, and recreation. Emphasis on description and inference.
611. **Introduction to Research in Physical Education (3:3).** A study of the various methods and techniques used in research. Methods of preparing bibliographies, of selecting and defining problems. Outlining a research project.
612. **Research Seminar (3:3).** A review and evaluation of research in selected areas of health, physical education, and recreation. Discussions of applications of research findings.
613. **Advanced Principles and Philosophy of Physical Education (3:3).** Integration and application of principles in general education and physical education as foundations for the development of a practical philosophy of modern physical education.
614. **Professional Literature (2:2) or (3:3).** Basic literature and current readings in the various areas of physical education.
615. **Visual Aids in Physical Education (2:2).** Survey of materials available and use of visual aids in teaching situations. Problem in developing a visual aid project.
616. **Problems in Organization and Administration (2:2).** Problems in organization and administration of health and physical education for the advanced student.
617. **Current Theories and Practices of Teaching Sports (2:2).** Methodology and practice at various skill levels. Emphasis on seasonal activity.
618. **Current Theories and Practices of Teaching Sports (2:2).** Methodology and practice at various skill levels. Emphasis on seasonal activity.
620. **Rhythmical Analysis (3:3).** Development of the ability to analyze complex musical forms and musical devices of composition, and to evaluate them for dance purposes.
621. **Administration of the Dance Curriculum (3:3).** Curriculum planning on all grade levels in all types of dances. Review of principles, aim, objectives and methods of teaching dance. A study of the problems of equipment and facilities, and of administration and organization of the dance production.
624. **Survey of Contemporary Dancers (3:3).** A study of the personal approaches and techniques as illustrative of the theories of leading modern dancers.

HEALTH, PHYSICAL EDUCATION, & RECREATION

631. Leadership, Organization, and Administration for Camping (2:2) or (3:3). A course designed primarily for those interested in camp administration.

643. Mechanical Analysis of Motor Skills (3:3). The application of mechanical principles to the teaching and analysis of motor skills and selected sports activities. Study of sports skills through cinematographical analysis.

649. Seminar in Health, Physical Education, and Recreation (3:3). The course is designed to co-ordinate the work of the graduate student and to serve as a guide in the co-ordination of advanced interpretations, philosophy, and understandings in physical education, health, and recreation.

650. Scientific Bases of Physical Education (3:3). Application of principles derived from the scientific bases of physical education to philosophy, organization, and methodology of teaching and research.

651. Sports Seminar (2:2) or (3:3). A symposium designed to better understandings and improved skills through the guidance of recognized experts in selected sports.

652. Curriculum in Physical Education: Theory and Design (3:3). A study of curriculum design in physical education, in light of modern principles and practices in curriculum construction and current theories of physical education.

662. Movement in Dance and Sports (2:2) or (3:3). Designed to assist the teacher of dance or sports in understanding existing concepts of movement, to provide opportunity for creating a viewpoint for studying movement and for the development of an individual theory of movement.

663. Supervision of Physical Education (3:3). A study of the nature and function of supervision in the public schools; supervisory methods and practices; methods of supervision of student teachers.

668. Evaluation and Measurement in Physical Education (2:2) or (3:3). Survey of tests and the application of measurement to physical education; methods of administering tests and using data.

676. Problems Seminar (1) to (4). The course will provide an opportunity for the student to develop a problem in the area of his choice. The emphasis of the problem shall be in dance, or body mechanics, or recreation, or health education, or sports in teacher education. Credit may be divided over 2 or more semesters. Problems Adviser.

685. Choreography for Solo and Duet Dancers (3:3). Problems in pre-classic and modern form to include the study of music suitable for these forms, their qualities and time-space characteristics. Emphasis will be placed on student evaluation and development of aesthetic standards.

HISTORY

686. **Choreography for Large Groups and Long Dances (3:3).** Choreography based upon the projection of an idea or mood with careful selection of the proper music, use of line, space and time requirements. A laboratory in dance production for practice and experiments.

690. **Experimentation and Analysis (3:3).** The study, exploration and application of contemporary theories of choreography to the making of dances. Elective for those students who are considered to have a sufficiently broad background in dance.

694. **Thesis (1) to (6).**

695. **Independent Study (1) to (3).** Intensive study in an area of special interest in physical education, health education, recreation, or dance. Open to graduate students. Pr. demonstrated competency for independent work and consent of departmental academic adviser and the instructor.

794. **Dissertation (1) to (16).**

DEPARTMENT OF HISTORY AND POLITICAL SCIENCE

Professors BARDOLPH (Head of the Department), BEELER, CURRENT, PARKER, PFAFF, TRELEASE; Associate Professors HEGE, HUNT, ROBINSON, WRIGHT; Assistant Professors CALHOON, CLOWSE¹, CLUTTS, EDMONDSON, GORDON, LUCYZNSKI, SAAB; Instructors CASSELL, COOLEY, WILLIAMS; Lecturers MELTON, PLANCK, SCHANTZ.

COURSES FOR UNDERGRADUATES HISTORY²

101-102. **Modern European History (3:3)-(3:3).** Since 1500, with backgrounds in ancient and medieval Europe. Staff.

105, 106. **The World in Our Time (3:3), (3:3).** A survey of world developments since 1945. First semester: International organizations and larger nations. Second semester: Smaller nations. Mr. Parker.

211, 212. **The United States: A General Survey (3:3), (3:3).** First semester: to 1865. Second semester: since 1865. Staff.

213. **The United States Since 1865 (3:3).** Emphasizing economic development. Primarily for majors in Business Education; elective for others who have not had History 212. Miss Hege.

¹On leave first semester 1967-1968.

²A student majoring in either history or political science cannot have more than a total of 42 hours of work in history or political science combined, beyond the required freshman history, count toward graduation.

HISTORY

215. **The Civilizations of Asia (3:3).** A survey of the history, institutions, and culture of India, China, and Japan, from earliest times to about 1700. Limited reference to Southeast Asia, Central Asia, and Korea. Mr. Wright.
216. **The Civilizations of Asia (3:3).** A study of the impact of the West on Asia, and Asia's response; the development of nationalism and Communism. The focus is on India, China, and Japan in the 19th and 20th centuries. Mr. Wright.
310. **Early National History, 1783-1815 (3:3).** American history from the Peace of 1783 to 1815; Confederation, and the evolution of a nation, political parties, and a foreign policy. Mr. Calhoun.
334. **The Period of the American Revolution, 1763-1783 (3:3).** Colonial social structure, organization of the Empire, British politics and society, the War of Independence, the period as a problem in historical interpretation. Mr. Calhoun.
337. **The American Colonies (3:3).** A study of the political, economic, and intellectual developments of the English colonies. Mr. Clowse.
338. **South America (3:3).** Historical development of the continent of South America with emphasis on twentieth-century politics. Mr. Parker.
342. **The United States, 1877 to 1917 (3:3).** Selected topics in the political, economic, and cultural history of the United States in the era of America's emergence as an industrial and urban society and as a world power. Miss Clutts.
343. **North Carolina To 1865 (3:3).** Mr. Robinson.
344. **North Carolina Since 1865 (3:3).** Mr. Robinson.
348. **The United States Since 1918 (3:3).** Selected topics in the political, economic, and cultural history of the United States since World War I. Miss Hege.
353. **Ancient Civilization (3:3).** The Ancient World to the death of Justinian, with emphasis on the political and cultural development of Greece and Rome, and the rise of Christianity. Staff.
355. **The Renaissance (3:3).** A study of the background, causes and progress of the intellectual and cultural movements in Europe in the fourteenth, fifteenth, and sixteenth centuries. Staff.
356. **The Reformation (3:3).** A study of the Reformation period in European History. Staff.
362. **Government and Politics of Asia (3:3).** Analysis of contemporary political structures of selected Asian countries, in the context of their operational social, economic, and political forces. Focus in a given year will be on one or more of the following areas: China, Japan, South Asia and Southeast Asia. Mr. Wright.

HISTORY

373. **England To 1660 (3:3).** Origins and evolution of English culture and the English constitution. Mr. Melton.

374. **England Since 1660 (3:3).** A continuation of History 373, but designed for those who wish to take the course separately. Mr. Melton.

381. **The Near and Middle East (3:3).** Emphasizing developments since World War I. Mr. Wright.

382. **The Far East (3:3).** China, Japan, Southeast Asia, India, and Pakistan, emphasizing the impact of Western imperialism, Asian nationalism and Communism. Mr. Wright.

401, 402. **Individual Study (1) to (3).** A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.

493-494. **Honors Work (3:3)-(3:3).**

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501a. **Social History of the United States to 1865 (2:2).** Early American life, with special attention to changing religious, intellectual, aesthetic, literary, social, and economic currents, and their influence upon the shaping of the American tradition.

b. **Social History of the United States Since 1865 (2:2).** A continuation of History 501a, but may be taken separately.

502. **Problems of Latin America (3:3).** Dictatorship in government, colonialism in the economy, illiteracy in society, church-state relationships, role of the Indian, and hemispheric cooperation, presented against their historical background. Mr. Parker.

503. **Main Currents in Western Civilization: The Twentieth Century (2:2).** Trends in interrelationships in major aspects of contemporary culture. Discussion of principal alternatives confronting Western man. Readings in the works of leading thinkers of our time. Staff.

¹515. **American Foreign Policy (3:3).** An historical approach to contemporary problems. Mr. Current.

526. **The Civil War and Reconstruction (3:3).** Mr. Current.

²528. **Constitutional History of the United States (3:3).** A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

¹Same as Political Science 515. Major students in either history or political science who take History (Political Science) 515 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as Political Science 528. Major students in either history or political science who take History (Political Science) 528 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

- 529. Civil Liberties and the Judicial Process (3:3).** A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt.
- 533. The Age of Jackson (3:3).** The major issues and events in American domestic history and foreign relations from 1815 to 1848. Mr. Trelease.
- 540. Middle America (3:3).** Historical development of Mexico, Central America, and the West Indies, with emphasis on 20th century politics. Mr. Parker.
- 541. The United States and Latin America (3:3).** Hemispheric relationships and problems from independence to twentieth-century alliance. Mr. Parker.
- 546. The Old South (3:3).** An interpretation of the political, economic, social, and cultural forces in the evolution of the pre-Civil War South, emphasis being placed on the period from 1820-1860. Mr. Trelease.
- 547. The New South (3:3).** A study of Southern history from the end of Reconstruction to the present with emphasis on contemporary regional problems. The South will be studied in both relationship and contrast to national development. Mr. Trelease.
- 549. Social and Cultural Forces in the United States To 1865 (3:3).** The development of American society, with emphasis on the life of the people, and the influence of changing religious, intellectual, aesthetic, literary, social, and economic currents. Mr. Bardolph.
- 550. Social and Cultural Forces in the United States Since 1865 (3:3).** A continuation of History 549, but also open to those who wish to take the course separately. Mr. Bardolph.
- 554. Europe in the Middle Ages: 300-1050 A.D. (3:3).** From the time of Constantine to the reforms of Hildebrand. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler.
- 555. Europe in the Middle Ages: 1050-1494 A.D. (3:3).** From the papacy of Hildebrand to the French invasion of Italy. Emphasis upon the political, social, cultural, economic, and military institutions of medieval Europe. Mr. Beeler.
- 561. The Age of Absolutism (3:3).** Europe 1648-1789, emphasis on French history; Louis XIV; eighteenth century enlightened monarchs; the Old Regime; background of the French Revolution. Mr. Planck.

¹Same as Political Science 529. Major students in either history or political science who take History (Political Science) 529 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

565. Europe 1815-1870 (3:3). Political, diplomatic, economic, and social developments in Europe, including England. Mrs. Saab.

566. Europe Since 1920 (3:3). Domestic developments, internal politics, and the international relations of the major countries of Europe, from the Treaty of Versailles to the present. Mr. Luczynski.

568. The French Revolution and Napoleon (3:3). The struggle for social, economic, and political democracy during the Revolution and the advancement or negation of progress toward those goals under Napoleon. Mr. Planck.

569. Europe in the Nineteenth Century (3:3). Emphasis will be placed upon social, cultural, and intellectual history. Works of leading thinkers will be read and discussed. Mr. Pfaff.

570. Europe in the Twentieth Century (3:3). A continuation of History 569, but may be taken separately. Mr. Pfaff.

571. Political Theory (3:3). The works of leading thinkers from ancient times to the nineteenth century. Mrs. Edmondson.

572. Political Theory (3:3). The nineteenth and twentieth centuries. A continuation of History (Political Science) 571, but may be taken separately. Mrs. Edmondson.

577. Russia To 1900 (3:3). An introduction to the old Russia of Kiev and Muscovy, followed by a more intensive survey of the eighteenth and nineteenth centuries. Staff.

578. Russia Since 1900 (3:3). The end of the Tsarist Empire, the revolution of 1917 and its aftermath, the Soviet Union under Stalin, and recent developments. Staff.

581. Tudor and Stuart England, 1485-1714 (3:3). English society, government and economics in the 16th and 17th centuries; impact of religious changes, the expansion of England; problems of the revolutions and emergence as a great power. Staff.

582. England From The 18th Century To The Present (3:3). Development of English society; political, economic, and social evolutions. Staff.

599a. Political and Social History of North Carolina to 1816 (2:2). Political and social history of North Carolina to 1816, with emphasis on the major trends in its development.

b. Political and Social History of North Carolina from 1816 to 1966 (2:2). A survey of the political, social, economic, and cultural development of North Carolina in the last century and a half.

¹Same as Political Science 571. Major students in either history or political science who take History (Political Science) 571 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

²Same as Political Science 572. Major students in either history or political science who take History (Political Science) 572 shall count it in their own major, subject to all the restrictions applying to courses in their major sequence.

HISTORY

Courses for Graduates

600. **Historiography (3:3).** The history, methods, and philosophy of historical scholarship. Required of all candidates for the M.A. degree in History. Mr. Parker.
601. **Seminar in European History (3:3).** Selected problems in European History, before 1815. Staff.
602. **Seminar in European History (3:3).** Selected problems in European History, since 1815. Staff.
611. **Seminar in American History (3:3).** Selected problems in American History, before 1865. Mr. Bardolph, Mr. Current.
612. **Seminar in American History (3:3).** Selected problems in American History, since 1865. Miss Gordon, Mr. Trelease.
699. **Thesis (3 to 6).** Staff.

POLITICAL SCIENCE¹

COURSES FOR UNDERGRADUATES

221. **The Federal Government (3:3).** Origin, organization, and development, with special attention to government in action and to administration. Miss Hunt, Mrs. Edmondson.
276. **Comparative Government (3:3).** Parliamentary and Communist governments in Europe. Mrs. Edmondson.
311. **Public Administration (3:3).** A study of governmental administrative organization in the United States with particular emphasis on the factors involved in administrative decision-making. Miss Hunt.
322. **State and Local Government (3:3).** Structure and functions of government in the state and local fields. Miss Hunt.
323. **International Politics (3:3).** Analysis of basic factors of power among nations; imperialism; national policies. Mr. Wright.
324. **International Organization (3:3).** International law and organization, with emphasis on the United Nations. Mr. Wright.
327. **American Political Parties (3:3).** Party development and organization, campaigns and elections, political machines. Miss Hunt.
- 401, 402. **Individual Study (1) to (3).** A directed program of reading or research. Available to the qualified student upon the recommendation of an instructor. Staff.
- 493-494. **Honors Work (3:3)-(3:3).**

¹A student majoring in either political science or history cannot have more than a total of 42 hours in history and political science combined, beyond the required freshman history, count toward graduation.

HOME ECONOMICS

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

505. **Problems in Politics (3:3).** A seminar in research and study in political science. Attention will also be paid to problems of methodology and alternative conceptions of the whole field of political science as a scholarly discipline. Mrs. Edmondson.

¹515. **American Foreign Policy (3:3).** An historical approach to contemporary problems. Mr. Current.

²528. **Constitutional History of the United States (3:3).** A study of the leading principles and practices of American government, examined in their historical context and illustrated by Supreme Court cases in Constitutional law. Miss Hunt.

³529. **Civil Liberties and the Judicial Process (3:3).** A study of the historical development of leading judicial doctrines in civil liberties and civil rights in the United States with particular emphasis on the interplay of philosophical, social, and political factors involved in the Supreme Court decisions in this field. Miss Hunt.

⁴571. **Political Theory (3:3).** The works of leading thinkers from ancient times to the nineteenth century. Mrs. Edmondson.

⁵572. **Political Theory (3:3).** The nineteenth and twentieth centuries. A continuation of Political Science (History) 571, but may be taken separately. Mrs. Edmondson.

THE SCHOOL OF HOME ECONOMICS

NAOMI G. ALBANESE, *Dean*

Professors ALBANESE, CROW, KEENEY, KEISTER, KLEMER, RIDDER, SALVIN; Associate Professors CANADAY, HATHAWAY, LOWE, MAGEE, STALEY; Assistant Professors DAY, DEEMER, DICKEY, FRANCIS, JAMES, JOHNSON, KALKA, SMITH, STRINGER, WHITE; Instructors ARTZ, FREEDMAN, S. GARNER, HENDRICKSON, MINICH, SINGLETARY, TROGDON, WILLIAMS; Research Instructors K. GARNER, HOLMES, SHOFFNER; Lecturers CHAMPOUX, GRANT, MILLER, WENTWORTH; Research Technician WADE.

The School of Home Economics offers both undergraduate and graduate courses in its various subject-matter fields, leading to the Bachelor's, Master's degrees, and a Doctorate in Home Economics.

¹See note 1 on page 173.

²See note 2 on page 173.

³See note 1 on page 174.

⁴See note 1 on page 175.

⁵See note 2 on page 175.

HOME ECONOMICS

The subject-matter areas of home economics include child development and family relations, clothing and textiles, foods, nutrition and institution management, home economics education, and housing and management.

The general education requirements of this program include courses in the humanities, the biological, physical, and social sciences.

The specialized curricula in home economics may lead to many careers and professions, including public school and college teaching, research, extension service, nursery school education, public health nutrition, hospital dietetics, food service, merchandising, interior design, business, and home economics journalism. See requirements page 72.

Courses listed "For Advanced Undergraduates and Graduates" may be taken for graduate credit, provided an additional problem, equivalent to one semester hour of work, is approved by the instructor and satisfactorily completed.

THE REQUIREMENTS FOR THE MASTER'S AND DOCTOR'S DEGREES

Before being admitted to candidacy for the Master's and Doctor's degree in home economics, the student must have received a Bachelor's degree in home economics or in a related field from an accredited college or university. See Chapter VIII, Graduate School.

GENERAL COURSES

For Undergraduates

105. **Orientation (0:1).** Purposes of education for home and family living; development of home economics and survey of professional opportunities; planning for development of personal and professional proficiencies. Required of all freshman majors and sophomore transfers.

401. **Special Problems in Home Economics (1) to (4).** Conference hours to be arranged.

493-494. **Honors Work (3:3)-(3:3).**

For Advanced Undergraduates and Graduates

500. **Supervised Professional Experience (1-4:0:3-12).** Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with the major interests of the student.

For Graduates

601. **Special Problem in Home Economics (1) to (4).** Conference hours to be arranged.

HOME ECONOMICS

611. Graduate Seminar (0). Required of students registered for 650; optional for other graduate students.

630. Fundamentals of Laboratory Research in Home Economics (3:3). Methods of research adapted to the different subject-matter fields of home economics, to develop the scientific approach and techniques necessary for research.

640. Design and Philosophy of Research in Home Economics (3:3). Application of logic and the scientific method to problems in home economics. Progress in research in home economics. Survey, field, experimental and historical methods of research. Development of a research plan. Understanding of research reports.

650. Thesis Problem (1) to (6). Required of all candidates for the degrees of Master of Science and Master of Science in Home Economics. Credit may be divided over two or more semesters.

670. Minor Research (2) to (6). An individual problem which may be elected by candidates for the degree of Master of Education.

740. Home Economics in Higher Education (3:3). Home Economics in Higher Education: scope, development, philosophy, objectives, organization, curriculum. Pr. Master's Degree or consent of instructor.

750. Dissertation Problem (2) to (24). Required of all candidates for the Doctor of Philosophy degree. Credit may be divided over two or more semesters.

CHILD DEVELOPMENT AND FAMILY RELATIONS

212. Developmental Patterns of the Family (3:3). The study of the developmental characteristics, behavior and interpersonal relations among family members in the various stages of the family life cycle. (Restricted to Home Economics Majors.)

302. Child Development (3:2:3). Development of the young child in the home. Observation in the nursery school is required.

412. Family Relations (2:2). Approach to marriage, marriage adjustment and the relationships of parents and children as they are affected by modern living. Pr. or parallel 302, or approved equivalent.

462. Supervised Teaching in the Nursery School (3:1:8). Planned experiences under supervision for the student teaching of preschool children enrolled in the Nursery School. Pr. Psych. 221, H.E. 302 and 532 or consent of instructor.

For Advanced Undergraduates and Graduates

522. Parent Education (3:2:3). A course designed to give an overview of family living with special emphasis on parent education; to study the prob-

HOME ECONOMICS

lems and procedures of teachers working with parents and/or families; to explore the implications of research with parents and to identify problem areas. Pr. 212 and 302 or equivalent.

532. Preschool Education (3). Consideration of philosophies, principles, methods, and materials involved in preschool education. Emphasis placed on staff qualifications and responsibilities related therein. Weekly observation required in the University Nursery School and/or various other types of preschool centers. Pr. or parallel 212 and 302 or approved equivalent.

542. Creative Activities for Preschool Children (3:3). Principles and components of a creative preschool program with emphasis on the teacher's role and the acquiring of knowledge and skill in presentation of creative materials and guidance of experiences.

552. Child Development for Advanced Students (2:2:2). Study of the physical and psychological development of young children at home and in the community. Pr. Psychology 221 or approved equivalent. Observation period in the nursery school required. Not open to students with credit in H.E. 302, nor to students in graduate degree programs.

567. Teaching Family Life in the High School (2). Principles, methods, and materials. For teachers in service.

572. Teaching Child Development in the High School (2). Principles, methods, and materials. For teachers in service.

For Graduates

602. Problems in Child Development (2) to (4). Designated special problems such as Nursery School Administration, Parent Education Practicum, Child Guidance.

612. (a) Seminar in Child Development (2:2).

(b) Seminar in Family Relations (2:2).

Methods, design, and appraisal of research in relation to (a) Child Development and (b) Family Relations.

622. Family Life Education (3:3). Principles, practices, and content of family life education. Designed to give an overview of the field of family life education in an educational setting.

632. Infant Development (3:2:3). Principles of development, home and community factors, developmental testing, and research as related to the infant and very young child.

642. (a) Readings in Child Development (3:3). Basic reading in child development with special reference to recent research in the field. Opportunity given for reading in depth in a selected area.

(b) Readings in Family Relations (3:3). Basic readings in family relations with special reference to recent research in the field. Opportunity given for reading in depth in a selected area.

HOME ECONOMICS

652. Theories of Human Development (3:3). A survey of a number of selected theories in developmental literature will be made, and each student will make a detailed, critical study of a theory or theorist of his choice.

682. Current Trends in the Field of Child Development (3:3). Current research relating to the concepts of physical, intellectual, social, and emotional development of the child during the prenatal stage, infancy, and preschool years.

692. Contemporary Family Life (3:3). A study of the contemporary family with emphasis on the needs of members as they relate to changes in society and technology. Pr. 212, 302 and 412 or equivalent.

CLOTHING AND TEXTILES

For Undergraduates

101. Clothing Construction and Selection (3:1:6). Basic principles of construction, selection, care and management in clothing the family.

121. Clothing Selection and Construction for the Consumer (3:2:3). A course designed to meet the needs of those students who have had broad experiences in clothing construction at the high school level. (For freshmen passing placement test.)

301. Dress Design and Construction I (3:1:6). Interrelated factors in fitting, flat-pattern design, and clothing construction. Pr. H.E. 101 and Art 190 or approved equivalents.

311. Dress Design and Construction II (3:2:3). A study of aesthetic, psychological, and socio-economic aspects of applied clothing design. Pr. Art 190 and H.E. 101 or with consent of instructor.

341. Textiles (3:2:3). Study of textiles from raw materials through manufacturing and finishing of fabrics as related to quality and performance of fabrics.

351. Clothing Selection and Care (3:3). Factors influencing the acquisition of clothing to include selection in relation to personal attributes, aspects of textiles for the consumer, and guides to satisfying buymanship and use practices.

461. Fashion Apparel Fundamentals (3:3). Fashion apparel as a social and economic force. How the fashion market functions; American and foreign designers; the fashion merchandiser; leading markets; merchandise promotion. Pr. Economics 325 or the equivalent.

For Advanced Undergraduates and Graduates

504. History of Costume (3:3). Historical background, sequential development and function of costume since early times.

HOME ECONOMICS

514. **History of Textiles (3:3).** Historical background and characteristics of decorative textiles through fifty centuries.

524. **Textile Technology (3:2:3).** Advanced study of the chemical properties of fibers in relation to methods of processing fabrics and factors influencing serviceability. Pr. 341 or approved equivalent, and chemistry.

534. **Textiles in Home Furnishings (3:3).** A study of the factors related to the raw materials, quality, performance and comparative cost of textiles used in home furnishings. Pr. 341 or approved equivalent.

541. **Textile Analysis (3:1:6).** Advanced study of textile fibers and fabrics through standard testing procedures. Pr. 341, or approved equivalents, physics or mathematics.

547. **Materials and Methods for Teaching Clothing (2:2).** Discussions, demonstrations and projects planned to meet student needs. For teachers in service.

551. **Clothing for the Family (3:3).** Understanding of family clothing problems and standards of buymanship.

561. **Clothing and Textile Economics (3:3).** Economic and social aspects of production, distribution, and utilization of clothing and textiles.

571. **Advanced Clothing Construction (3:1:6).** The interrelation of factors involved in creative clothing design through the draping method. Pr. 301 or approved equivalent.

584. **Contemporary Influences in Clothing Consumption (2:2).** Survey of the developments in the production, distribution, and marketing of clothing and accessories.

For Graduates

621. **Advanced Textiles (3:3).** The structure and function of the textile industry and its role in world economy. Includes advanced study of current fibers, their processing, marketing, and use.

631. (a) **Problems in Clothing (1) to (6).**
(b) **Problems in Textiles (1) to (6).**

634. **Evaluation in Clothing and Textiles (3:3).** The application of evaluation principles and techniques in the field of clothing and textiles.

661. **Sociological and Psychological Aspects of Clothing and Textiles (3:3).** Sociological and psychological concepts and theories as related to clothing, with emphasis on relevant research.

671. **Seminar in Clothing and Textiles (3:3).** Study, reporting and discussion of current research.

HOME ECONOMICS

681. **Dress Design and Construction III (3:1:6).** Advanced study of creative dress design and construction; their relation to fashion, materials, the human form, and accessories. Pr. 571 or approved equivalent.

691. **Problems in Tailoring (3:2:3).** Principles of decision-making and management applied to the construction of a tailored garment by custom and trade methods. Pr. 101 and 301 or 311, or an approved equivalent.

694. (a) **Readings in Clothing (3).**

(b) **Readings in Textiles (3).**

FOODS AND NUTRITION

For Undergraduates

103. **Food Selection and Preparation (3:2:3).** Basic principles in food and nutrition with emphasis on standards of selection, purchasing, preparation, storage, and service of food.

213. **Nutrition (3:3).** Principles of nutrition, food preparation, and meal planning as related to health and efficiency. Pr. or parallel one year of science.

303. **Meal Management (3:2:3).** The planning, marketing, storing, preparing, and serving of food for family meals and special functions at different cost levels. Pr. 103 or approved equivalent.

313. **Nutrition and Dietetics (3:2:3).** Principles of nutrition; application to the planning of adequate dietaries for normal individuals and family groups of different economic levels. Pr. or parallels, Chemistry 205 and Biology 535 or approved equivalents.

353. **Food Preparation and Meal Service (3:2:3).** The selection, purchase, storage, and preparation of food; the planning and serving of meals for different occasions at varying cost levels. Planned primarily for other than home economics majors.

For Advanced Undergraduates and Graduates

503. **Experimental Food Study (3:2:3).** Experimental study of factors regulating the preparation of standard food products. Pr. or parallels, 103 and 303 or approved equivalent.

517. **Management Problems in Teaching Foods (2:2).** Food preparation in relation to the use of time, energy and equipment. For teachers in service.

533. **Food Economics (3:3).** Food production and distribution; markets and marketing; selection and storage; standardization and prices; utilization of foods in the home.

HOME ECONOMICS

563. Food Preservation (2:1:2). Comparative study of methods of food preservation with laboratory application, emphasizing recent developments. For teachers in service.

573. Diet Therapy (3:3). Clinical aspects of nutrition. Study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Pr. 313, Biology 277.

583. Food Demonstration Techniques (2:1:2). Demonstration as an educational device; organization and execution of individual and group demonstrations. Pr. 303.

593. Advanced Nutrition (3:3). Biochemical and physiological aspects of nutrient metabolism and utilization. Nutrient requirements for maintenance, growth, pregnancy, lactation, work, and senescence. Pr. 313.

613. (a) Readings in Foods (3). Review of literature in food science with emphasis on historical development and current research.

(b) Readings in Nutrition (3). Review of literature in nutrition with emphasis on historical development and current research.

623. Current Trends in Nutrition (3:3). Advanced study of principles of nutrition and their relation to health; effective methods of teaching nutrition on different age levels. Pr. 213 or 313.

643. Family Nutrition (3:3). Nutrition related to the well-being and needs of family members; methods of judging and appraising nutritional status; and practice in planning meals to meet nutritional needs.

653. Problems in Foods and Nutrition (2) to (4). Individual student problems related to food and nutrition.

INSTITUTION MANAGEMENT

For Advanced Undergraduates and Graduates

509. Quantity Cookery (3:1:6). Principles of food preparation applied to large quantities. Emphasis is placed on menu planning, the correct use and care of power equipment, cost control, and food service. Pr. 303 or approved equivalent.

519. Institution Management (2:2). The planning, organization, and administration of institution food service, personnel, and work units.

520. Institution Marketing (2:2). Purchasing procedures, quantity buying guides, food storage, and methods of cost control. Pr. or parallel 103 or 303. Field trips required.

540. School Food Service (2:1:3). Selection, purchase, preparation, and service of food for school lunchrooms; organization, administration, records and cost control applicable to school lunchrooms.

HOME ECONOMICS

549. **Supervised Experience in Institution Management (3:0:9).** Directed experiences in managerial problems of institution food service. Pr. 509, 519, 520.

For Graduates

629. **Readings in Institution Management (2:2).**

639. **Advanced Institution Management (3:3).** The furnishing, maintenance, and administration of institution housing.

659. **Advanced Quantity Cookery (2:1:3).** Advanced problems in the standardization, preparation, and cost of food on the quantity basis. Pr. 509 or approved equivalent.

660. **Problems in Institution Management (2) or (4).** With the permission of the instructor.

HOME ECONOMICS EDUCATION

For Undergraduates

357. **Curriculum and Teaching Methods in Home Economics (3:3).** Principles of education applied to curriculum and methods of teaching home economics. Pr. Psychology 221 or by consent of instructor.

467. **Supervised Teaching in Home Economics (6).** Provides experiences required for certification of home economics teachers. Observation, teaching experience, home visiting, and contacts with school and community activities. Course completed in nine weeks.

478. **Planning and Evaluating the Homemaking Program (2:2).** Planning the homemaking program in secondary schools in relation to the total school program and the community, emphasis being given to curriculum development and evaluation. Course completed in nine weeks.

For Advanced Undergraduates and Graduates

507. **Trends in Home Economics Education (2:2).**

508. **Vocational Home Economics (3:3).** Emphasis on special problems and philosophy of vocational homemaking programs in secondary schools. For teachers in service.

518. **Methods in Adult Homemaking Education (3:3).** Emphasis on the scope, organization, implementation, and evaluation of adult homemaking education.

527. **Problems in Home Economics (2) to (6).**

597. **Audio-Visual Education in Home Economics (2:2).** Evaluation and use of audio-visual materials in home economics.

HOME ECONOMICS

For Graduates

627. **New Perspectives in Home Economics Education (3:3).** Current emphasis in learning theory in relation to developments in educational technology, planning for the attainment of affective objectives, coping with the problem of individual differences.

637. **Philosophy and Techniques of Supervision in Home Economics Education (3:3).** Principles and procedures in supervision related to pupil and teacher growth and improvement of instructions.

657. **Evaluation in Home Economics (3:3).** Philosophy and methods of evaluation. Procedures for self-evaluation, evaluation of group processes, and recording and reporting progress.

668. **Group Work Techniques and Interpersonal Relations in the Teaching of Home Economics (2:2).** Procedures recommended for improving interpersonal relationships between teachers, pupils, and others in school and community.

677. **Curriculum in Home Economics (3:3).** Underlying principles of curriculum development and application of principles to home economics curricula.

687. **Guidance in Home Economics (2:2).** Principles and techniques used in conducting conferences with pupils, especially in relation to home experiences.

INTERIOR DESIGN, HOUSING AND MANAGEMENT

For Undergraduates

205. **The House and Its Furnishings (3:2:3).** Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Laboratory experiences.

305. **Functional Interior Design (3:1:6).** Space requirements for family living executed into interior designs. Pr. 205.

345. **Home Furnishings Laboratory (2:0:6).** Study of construction and materials in furnishings and window treatments relative to quality and cost.

355. **Planning and Furnishing the House (3:3).** Planning and furnishing a livable home in relation to use, economy, beauty, and individuality. Primarily for other than home economics majors.

405. **Home Management House Residence (2).** Application of principles of management through residence in the home management house. Group conferences. Course completed in nine weeks.

446. **Family Economics and Management (3:3).** The management of resources by individuals and families in relation to human needs, goals, and values.

HOME ECONOMICS

For Advanced Undergraduates and Graduates

515. Household Equipment (3:2:3). Selection, operation, care and arrangement of household equipment in relation to family resources. Pr. Physics 301 or approved equivalent.

525. Work Simplification (3:2:2). Principles of work simplification and their application to selected household procedures.

535. Lighting and Wiring Design (2:2). A basic study of lighting and wiring design for homes. Pr. Physics 301, H.E. 515.

536. History of Furniture (3:3). Dominant influences and characteristics of historical and contemporary furniture design.

545. Family Finance (2:2). Use of financial resources as situations, needs, and preference of families differ or change.

546. The Home Furnishings Industry (2:1:1). The design, construction and cost of current home furnishings related to manufacturing and retailing processes. Weekly field trips to representative manufacturing plants, retail stores, and the Southern Furniture Market. By permission of the instructor.

555. Housing (2:2). Economic and social factors relating to planning and constructing houses for family living. Pr. 205.

556. Methods and Materials for Teaching Housing (2:2). Discussion, demonstration and projects to meet students' needs. For teachers in service.

575. Advanced Home Furnishing (3:1:6). The execution and presentation of creative solutions to interior design problems in homes. Pr. Art 190, H.E. 205, 305 or equivalent.

586. Contemporary Interior Design (3:3). The designers, products, and history of the contemporary design movement. Pr. Art 190, H.E. 205.

595. Commercial Contract Interior Design (3:1:6). The execution of creative solutions for commercial, industrial, and public interior design problems. Pr. 305.

For Graduates

605. Advanced Home Management (2:2). Study in depth of the management process; decision-making; economic and effective use of resources; interaction of values, standards, and goals; and methodology of teaching management.

606. Social and Economic Problems of the Family (3:3). Social and economic conditions in the United States as they affect the welfare of families in general and influence an individual family's values, goals, and utilization of resources.

616. Problems in Family Economics and Home Management (2) to (4). Study on an individual basis of a family economics or home management problem which will contribute to the student's area of research interest.

HOME ECONOMICS

626. Readings in Family Economics and Home Management (2) to (4).
645. Seminar in Housing and Interior Design (3:3). Study, reporting and discussion of current research, problems, and activity in housing and interior design in the United States and other countries.
646. Practical Problems in Home Furnishings (2:2). Planned primarily for teachers.
665. (a) Problems in Housing (2 to 4). To develop an understanding of the housing industry, the community and the family.
- (b) Problems in Interior Design (2 to 4). To develop an understanding of the complexity of interior design problems as they relate to the individual, the family, the structure, and home furnishing industries.
675. Advanced House Planning (3:1:6). The planning of houses to meet the individual and group needs of families for work, leisure, and rest from a functional and aesthetic viewpoint.
685. Readings in Housing (3).
695. Advanced Household Equipment (2:2). Intensive study of selected household equipment. Pr. 515 or approved equivalent.

HONORS COURSES

- 200, 201. Sophomore Honors Seminar. (1:2 hours every second week, both semesters.) Required of all sophomores in the Honors Program, and open only to them. Staff.
- 300, 301. Junior Honors Seminar (3:3), (3:3). Required of all juniors in the Honors Program, and open only to them. Staff.

INTERNATIONAL STUDIES

400. Seminar in International Studies (3:3). Required for all seniors participating in the International Studies Program. An interdisciplinary seminar dealing with contemporary problems in International Politics. Pr. Pol. Sci. 323. Members of the International Studies Committee.

DEPARTMENT OF MATHEMATICS

Professor POSEY (Head of the Department); Associate Professor CHURCH, SCHMIDT; Assistant Professors BITZER, GENTRY, HOYLE, LONG, PAGE, REID; Instructors CLARK, MCALLISTER, McDONALD, ROWLEY, SAUNDERS, SLOAN, STEINMETZ; Lecturer BOYD.

The courses essential to the major are 191, 292, 293, 311, 312. Physics 103-104 advised.

College Algebra and Trigonometry

110. College Algebra (3:3). Sets and numbers, inequalities permutations and combinations, mathematical induction, complex numbers, theory of equations, determinants, progressions.

112. Analytic and Plane Trigonometry (3:3). Trigonometric (circular) functions, identities and equations, exponential and logarithmic functions, triangles, coordinate systems, distances, lines in the plane, complex numbers.

121. College Algebra and Plane Trigonometry (3:3). Elementary set theory; development of the number systems; algebraic, trigonometric, circular, logarithmic, and exponential functions. Pr. 4 units of high school mathematics, including advanced algebra and trigonometry.

Calculus and Analysis

191, 292, 293. Calculus I, II, III (3:3). A three semester sequence of integrated analytic geometry, differential, and integral calculus. Pr. 4 units of high school mathematics including advanced algebra and trigonometry, or 110 or 112 or 121.

341. Fundamental Concepts of Statistics (3:3). Pr. 191.

390. Ordinary Differential Equations (3:3). Pr. 292.

394. Advanced Calculus IV (3:3). Application of partial derivative, infinite series, multiple integrals, line and surface integrals, integral theorems. Pr. 293.

490. Numerical Analysis (3:3). Number systems and errors, solutions of non-linear and linear systems, eigenvalue problems, interpolation and approximation, numerical differentiation and integration, solution of differential equation. Pr. 292 or consent of department. Same as Business Education 490.

495, 496. Mathematical Analysis (3:3), (3:3). Real number axioms, point set theory, transfinite numbers, sequences, series continuity, differentiation, Riemann-Stieltjes Integral. Text Rudin. Pr. 293 or consent of department.

MATHEMATICS

Geometry

220. Plane and Solid Analytic Geometry (3:3). Pr. 110 and 112, or 121 or consent of department.

320, 321. Theory of Convex Sets (3:3), (3:3). Basic properties of convex bodies, topology, Helly's theorem, sets of constant width, transformation groups, Euclidean motions, similarities, decompositions, duality, the isoperimetric problem, Blaschke's selection theorem, mixed volumes, symmetrization, convex functions, inequalities, linear programming, metric spaces, Minkowski spaces. Pr. 292.

420. Foundations of Geometry (3:3). Primarily for secondary school teachers. Block course. Pr. 312.

Modern Algebra

311, 312. Modern Algebra I, II (3:3), (3:3). An investigation of algebraic structures by means of an introduction to the theory of groups, rings, integral domains and fields, including basic properties of polynomials; and elementary approach to vector spaces and linear systems, determinants, matrices and linear transformations. Pr. 292 or consent of department.

413. Modern Algebra III (3:3). Rings: homomorphism theorems, chain conditions, prime ideals, modules; Fields: field extensions, splitting fields, separability, Galois Theory. Pr. 312.

493, 494. Honors Work (3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

514. Theory of Numbers (3:3). An introductory course to both multiplicative and additive number theory. Divisibility, prime numbers, congruences, linear and nonlinear Diophantine equations (including Pell's equation), quadratic residues, number-theoretic functions, representations as sums and continued fractions. Pr. 292 and 311, or consent of department.

515. Mathematical Logic (3:3). Functional analysis, normal schemata and duality, quantification and validity of quantificational schemata, conversion of quantifiers, existence and singular inference, theory of definition, consistency, class theory, mathematics, theory of formal and informal proofs. Pr. junior (advanced), senior, or graduate status, 292, and 311 or consent of department.

516. Polynomial Rings (3:3). Rings, integral domains, fields division algorithm, factorization theorems, zeros of polynomials, greatest common divisor, relation between the zeros and the coefficients of a polynomial, formal derivatives, prime polynomials, Euclidean rings, the fundamental theorem of algebra. Pr. 292 and 311 or consent of department.

517. Theory of Groups (3:3). Algebraic operations, isomorphism, homomorphism, subgroups, generators, sequences of groups, normal subgroups, conjugate subgroups, endomorphisms, complete groups, invariant subgroups, groups with operators, composition series, direct products, free groups, defining relations, the ring of endomorphisms of an abelian group, the fundamental theorem of abelian groups, decomposable groups, torsion-free groups. Pr. junior (advanced), senior, or graduate status, 292, and 311 or consent of department.

518. Set Theory and Transfinite Arithmetic (3:3). Existence in the theory of sets, extensionality, power-set, the axiom of infinity, the axiom of choice, duality, relations, functions, cartesian products, sequences of sets, ordered sets, power of sets, similarity between ordered sets, ordinal numbers, cardinal numbers. Pr. junior (advanced), senior, or graduate status, 292, and 311 or consent of department.

519. Intuitive Concepts in Topology (3:3). Euclidean geometry, what is topology?, traversability of networks, planar networks, the four color problem, topological equivalence, classification of surfaces, simple connected sets, spheres with handles, the Jordan curve theorem, transformations, metric spaces, topological spaces, compact sets. Pr. junior (advanced), senior, or graduate status, 292, and 311 or consent of department.

520. Non-Euclidean Geometry (3:3). The fifth postulate, hyperbolic geometries, elliptic geometries, the consistency of the Non-Euclidean geometries, models for Euclidean and Non-Euclidean geometries, elements of inversion. Pr. junior (advanced), senior, or graduate status, 292, and 311 or consent of department.

521. Projective Geometry (3:3). Transformation groups and projective, affine, and metric geometries of the line, plane, and space. Homogeneous coordinates, principle of duality, involutions, cross-ratio, collineations, fixed points, conics, ideal and imaginary elements, models, and Euclidean specializations. Pr. 292, 311 or consent of department.

537. Historical Development of Mathematics and Logic (3:3). This course is a study of the historical development of mathematics and logic—not a history of the men involved in this development. Pr. 292, 311 or consent of department.

541, 542. Statistical Methods for Research (3:3). A brief course for graduate or advanced undergraduate students with little or no college mathematics but with a serious interest in some field of science. Primarily concerned with inductive statistical methods but also includes the basic concepts and techniques of descriptive statistics. Analysis of variance and co-variance. Multiple and partial correlation, multiple and curvilinear regression. Rank correlation and other non-parametric methods. Offered in Summer Session only.

MATHEMATICS

547, 548. Combinatorial Analysis (3:3), (3:3). Permutations, combinations, generation functions, the principle of inclusion and exclusion distributions, partitions, compositions, trees, networks, permutations with restricted position. Pr. 292, 311 or consent of department. 547 Pr. to 548.

593, 594. Directed Study in Mathematics (3), (3).

COURSES FOR GRADUATES

Courses Planned Primarily for the Master of Education Degree Program

The courses below are planned primarily for students who have a bachelor's degree with a major in mathematics and who are working toward a Master of Education degree with a concentration in mathematics.

A student may not receive credit for a grade V course and a grade VI course (in this group) with the same last two digits; *i.e.*, he may not receive credit for both 5XY and 6XY.

Each of these grade VI courses takes up the same subject matter as the corresponding grade V course. The difference is in the depth and extent to which the subject matter is studied. For course description, see correspondingly numbered grade V course.

Prerequisites: The student is expected to have credits in courses equivalent to Mathematics 311, 312, 191, 292, and 293.

614. Advanced Number Theory (3:3).

615. Symbolic Logic (3:3).

616. Polynomials over General Rings (3:3).

617. Algebraic Theory of Semigroups (3:3).

618. Transfinite Ordinal and Cardinal Numbers (3:3).

619. Conceptual Topology (3:3).

620. A Survey of Geometry (3:3).

621. Advanced Linear Geometry (3:3).

637. Development of Mathematics (3:3).

641. Mathematical Statistics (3:3).

COURSES PLANNED PRIMARILY AS CORE COURSES FOR THE MASTER OF ARTS DEGREE

690. Mathematics Seminar (2:2). All candidates for the Master of Arts degree in Mathematics are required to take this seminar course. The student will be introduced to topics in mathematics suitable for development into master's theses. Certain topics in the current mathematical literature will be discussed.

MATHEMATICS

691, 692. Modern Abstract Algebra (3:3), (3:3). Semi-groups and groups; the real and complex number fields; rings, integral domains and fields; extensions of rings and fields; elementary factorization theory; groups with operators; modules and ideals; lattices; topics in linear algebra. Pr.: The prospective student is expected to have a bachelor's degree with a major in mathematics. The student is also expected to have credits equivalent to credits for mathematics 311, 312, 495, and 496. Otherwise, the student must have the permission of both the course instructor and the head of the Mathematics Department.

693, 694. Complex Analysis (3:3), (3:3). The complex number system; holomorphic functions; power series; complex integration; representation theorems; the calculus of residues. Pr.: The prospective student is expected to have a bachelor's degree with a major in mathematics. The student is also expected to have credits equivalent to credits for mathematics 311, 312, 495, and 496. Otherwise, the student must have the permission of both the course instructor and the head of the Mathematics Department.

695, 696. Real Analysis (3:3), (3:3). The real number system; Lebesgue measure; the Lebesgue integral; differentiation and integration; the classical Banach Spaces; metric spaces; topological spaces; compact spaces; Banach spaces; measure and integration; measure and outer measure; the Daniell integral; mappings of measure spaces. Pr.: The prospective student is expected to have a bachelor's degree with a major in mathematics. The student is also expected to have credits equivalent to credits for mathematics 311, 312, 495, and 496. Otherwise, the student must have the permission of both the course instructor and the head of the Mathematics Department.

697, 698. General Topology (3:3), (3:3). Topological spaces; point set topology; Moore-Smith convergence; product and quotient spaces; embedding and metrization; uniform spaces; function spaces; homotopy theory; simplicial complexes and homology; more algebraic topology; general homology theories. Pr.: The prospective student is expected to have a bachelor's degree with a major in mathematics. The student is also expected to have credits equivalent to credits for mathematics 311, 312, 495, and 496. Otherwise, the student must have the permission of both the course instructor and the head of the Mathematics Department.

699. Thesis for M.A. Degree.

COURSES FOR NON-MATHEMATICS MAJORS

201. Principles of Business Mathematics (3:3). Some topics from college algebra, simple and compound interest, annuities, sinking funds, depreciation, inequalities, logarithms, linear programming, inventory control, elementary properties of matrices, and basic computer concepts. Designed primarily for *business education majors*.

MATHEMATICS

301, 302. Number Systems (3:3). An intuitive development of real number system with emphasis on arithmetic properties; elementary set theory, basic concepts of algebra and informal geometry. A junior or senior elective for students who have not taken Math 110 or equivalent. 301 is a prerequisite for 302. Designed primarily for *prospective elementary teachers*.

600a, 600b. Basic Concepts of Algebra and Geometry (3:3), (3:3). Offered at night only.

601a, 601b. Fundamental Concepts of Mathematics (3:3), (3:3). Offered at night only.

609, 610. Introduction To Modern Mathematics (3:3), (3:3). An introductory course primarily designed for in-service and preservice elementary teachers who have little background in the recently developed concepts, terminology, and techniques, which currently simplify and enrich the elementary mathematics curriculum. Includes a historical study of systems of numeration; the concept of sets; topics of geometry, which clarify arithmetic situations; and an intuitive and logical development of the real number system with emphasis on arithmetic properties, basic structure and a deeper understanding of basic interrelationships. 609 is a prerequisite for 610. In the summer only.

ASTRONOMY

209. Astronomy I (3:3). A survey of the basic facts in astronomy. Emphasis is placed on a study of the constellations, the galaxies, and the solar system. It also attempts to give the student a sense of the universe as a vast ordered entity. A three-inch telescope and a small electrically driven planetarium are used for demonstration purposes. Designed primarily for prospective teachers—cannot be used to fulfill science requirements for graduation. Pr. no college mathematics.

210. Astronomy II (3:3). A study of the theories of the origin of some of the systems in the universe. An introduction to celestial mechanics with particular attention paid to gravitation, n-body problem, tides and orbits. Not to be used to remove science requirement for graduation. Pr. Calculus I and II.

SCHOOL OF MUSIC

LAWRENCE HART, *Dean*

Professors ERICOURT, FRED, HART, SANDER, STONE; Associate Professors COWLING, COX, DARNELL, DEVENY, DICKIESON, ESKEY, P. MORGAN; Assistant Professors GARIGLIO, HUNKINS, JARRETT, KIORPES, MEACHAM, I. MORGAN, MOSKOVITZ; Instructors COFIELD, COLLINS, EICHHORN, LYNAM, WITHERINGTON; Teaching Fellows ALBEA, McDONALD; Graduate Assistants BEYER, DIETERICH, FRENCH, HILL, JONES, MORRIS, SIMMONS.

The School of Music offers curricula leading to the degrees of Bachelor of Music, Bachelor of Arts with major in music, the Master of Education in Music Education, Master of Music in Applied Music and Master of Fine Arts in Theory-Composition.

The School of Music is a full member of the National Association of Schools of Music. The requirements for entrance and graduation as set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

COURSES FOR UNDERGRADUATES THEORY AND COMPOSITION

101, 102. **Theory I, II, Fundamentals of Music** (4:5:0), (4:5:0). A course in basic musicianship. Study of principles of rhythmic, melodic, contrapuntal and harmonic procedures. The diatonic major-minor tonal system. Emphasis on the development of aural and keyboard skills necessary for musical competency.

201, 202. **Theory III, IV, Musical Structure** (4:5:0), (4:5:0). Study of structural elements of representative works from 18th to 20th centuries. Chromatic harmony and non-diatonic tonal, polytonal and atonal procedures. Continuation of aural and keyboard training to include more complex patterns.

301. **Theory V, Counterpoint** (3:3). A study of the contrapuntal forms and techniques of the 18th and 19th centuries.

302. **Theory VI, Form and Analysis** (3:3). A study of musical form with special emphasis on the structural procedures of 18th, 19th, and 20th century compositions.

303. **Theory VII, Instrumentation** (2:2). Study of orchestral and band instruments, their ranges, technical limitations, and tonal possibilities with practical application in scoring for small ensembles and choirs.

493. **Honors Work.**

MUSIC

MUSIC HISTORY AND LITERATURE

Unless otherwise indicated, courses in Music History and Literature are open to nonmusic majors with the consent of the Dean of the School of Music.

141. **Music Appreciation (3:2:2).** An introduction to the literature of music, designed to give the student a general understanding of musical forms and styles. Does not require previous musical experience. Not open to music majors.

142. **Music Literature (3:2:2).** Introductory study in music literature, designed to provide background essential to professional study. Required of all music majors. Not open to nonmusic students.

331, 332. **History of Music I, II (3:3), (3:3).** Detailed study of music history. First semester: History of Music to about 1600; second semester: History of Music from 1600 to the present. Pr. 142.

341. **Music Appreciation (3:3).** Designed particularly for junior and senior nonmusic majors. No musical background necessary. Not open for credit to those who have had 141.

342. **Music Appreciation, Twentieth Century (3:3).** A nontechnical study of the musical styles, forms, and techniques of the 20th century. Designed particularly for junior and senior nonmusic majors. Not applicable to music degree.

493. **Honors Work (3).**

MUSIC EDUCATION

161. **Class Strings (1:2).** Class instruction in all stringed instruments.

163. **Class Woodwinds (1:2).** Class instruction in woodwind instruments.

164. **Class Brass and Percussion (1:2).** Class instruction in brass and percussion instruments.

165. **Class Voice (1:2).** Class instruction in voice.

219. **Choral Laboratory I (1:1:1).** Introduction to basic vocal and choral techniques. Study of choral repertory.

265. **Clarinet Class (1:0:2).** Laboratory lessons in clarinet, using methods and materials suitable for public school teaching.

319. **Choral Laboratory II (1:1:1).** Study of conducting techniques, especially as related to choral conducting; study of rehearsal procedures; continued study of choral repertory. Pr. 219 or one semester of voice study; corequisite 180 or 182.

361. School Music (3:3). Emphasis on music fundamentals and methods for primary grades; includes methods and materials for intermediate and upper grades.

363, 364. Curriculum and Teaching Methods in Elementary and Secondary Schools (3:3), (3:3). First semester: principles, materials, and procedures for junior and senior high schools; second semester: elementary grades.

365. Piano Pedagogy I (3:3). Study of fundamental teaching materials and their application.

366. Piano Pedagogy II (3:3). Supervised teaching for beginning students in piano.

367. Instrumental Music in the Schools (3:3). A survey of the philosophies and methods of teaching instrumental music including the following: curriculum, scheduling and administrative problems, the band, the orchestra, school and community support, physical plant, equipment and budgets, repertoire and program building, contests, festivals and clinics, evaluation of music materials, teaching aids and professional publications.

419. Choral Laboratory III (1:1:1). Supervised practice in conducting choral rehearsals; comparative study of rehearsal procedures and of choral objectives; continued study of choral repertory. Pr. 319 (or corequisite).

465. Student Teaching. Credit 6 hours, block registration. Daily teaching in primary and secondary grades under faculty supervision. Pr. 363-364.

469. Methods and Materials in Teaching Instrumental Music (3:3). Study of the philosophies and methods of teaching instrumental music in homogeneous classes, privately, and the band and orchestra. A survey of materials for all instruments and ensembles.

493. Honors Work (3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

501. Analysis of Music—Medieval, Renaissance and Early Baroque (3:3). Advanced analytical studies of representative works from the Middle Ages through the 17th century. Pr. 302.

504. Analysis of Music—Late Baroque and Classical (3:3). Advanced analytical studies of representative works from the 18th and early 19th centuries. Pr. 302.

511. History of Opera (3:3). A detailed study of representative operas of various styles and periods in the development of opera from 1600 to the present.

520. Piano Literature (3:3). A survey of the development of the literature for the piano from the French clavecin school to the present. Pr. graduate standing in music.

MUSIC

- 521. History of Art Song (3:3).** A detailed study of art songs representative of the various styles and periods from the late sixteenth century to the present.
- 528. The Interpretation of Choral Music (3:3).** Advanced techniques in choral conducting, with special emphasis on stylistic distinctions; detailed study of representative examples of all styles of choral music through choral directing and singing. Pr. 371 or its equivalent; at least one year of participation in a college ensemble.
- 536. Band Literature (3:3).** A study of band literature and the origins of the band emphasizing its important, expanded cultivation during the past century in the United States and Europe.
- 537. Chamber Music Literature (3:3).** An advanced study of the styles and compositional techniques employed in chamber music from Haydn to the present.
- 538. Symphonic Literature (3:3).** An advanced study of symphonic styles and techniques from the mid-eighteenth century to the present.
- 540. Piano Teachers Seminar (3:3).** The study of teaching repertoire and studio technique for the private teacher of piano. For information contact the School of Music. Pr. permission of School of Music.
- 544. Psychology of Music (3:3).** An examination of music as an art and a science with special attention to the psychological processes upon which musical perception depends.
- 545. Pedagogy of Music Theory (3:3).** The techniques, methods, and materials involved in the teaching of music theory on high school and college levels.
- 547, 548. Individual Study in Music History and Literature (2:2), (2:2).** A directed study in reading and research in specialized areas of music history and literature.
- 563. Band Arranging (2:2).** History and development of the wind and percussion instruments, with practical exercises in arranging and scoring for marching and concert bands.
- 566. Advanced Orchestration (2:2).** Advanced techniques in instrumental writing. Practical exercises in scoring and arranging for small and large ensembles, emphasizing orchestral instruments.
- 567. Choral Arranging (2:2).** Advanced study of techniques and procedures required in arranging and in creative writing for voices.
- 568. Organ Literature (3:3).** A survey of organ literature from the 16th century to the present day.

570. Master Class (1:1). Performance techniques for a specified performing medium (voice, piano, organ, or orchestral instruments). Criticism by master teacher-performers. Specific medium will be determined each time offered, depending upon guest or resident specialist to be presented.

COURSES FOR GRADUATES

572. Survey of Harmonic Materials (3:3). A concentrated study of musical materials, including part-writing techniques and harmonic practices of the 18th and early 19th century. This course may not be used to fulfill minimum undergraduate or graduate degree requirements in music.

577. Survey of Music History (3:3). A concentrated study of music history and literature and performance practices. This course may not be used to fulfill minimum undergraduate or graduate degree requirements in music.

579. Music Education Workshop (3:3). A study of pedagogical problems in music education, including School of Music workshops as scheduled by the area concerned. Total duration for each course including workshop, three weeks. Pr. permission of School of Music, to be based upon appropriate academic or professional training. Noncredit registration may be recommended.

601a,b. Seminar in Music Research (3:3). Introduction to the methods and materials used in music research. 601a is designed for students in Master of Music program; 601b is designed for students whose major is Music Education.

610. Lecture-Demonstration (2:1). A research project leading to a public lecture-recital.

611. Analysis of Music—Contemporary Music (3:3). Advanced analytical studies of representative works from Debussy to the present time. Pr. 302 and 531 or permission of instructor.

647, 648. Individual Study in Music History and Literature (2:2), (2:2). A directed study in reading and research in specialized area of music history and literature.

650. Seminar in Music Education (3:3). A study of current philosophy, practices, and trends in the field of music education; its challenges in dealing with elementary and secondary students and its opportunities in the community. Individual research project required.

652. Music Supervision (3:3). A detailed accounting of the many facets of school music administration and the problems and responsibilities pertaining thereto.

693. Supervised Research in Music Education (2:2).

694. Thesis (1-4). Individual guidance in the development of a specific research problem.

MUSIC

ENSEMBLES

University ensembles are open for credit to all students enrolled in the University. Permission of the director is required.

180ab. University Choir (1:3), (1:3). Choral organization for women's voices, approximately 125 members. Open to all students by audition and permission of director.

181ab. University Glee Club (1:3), (1:3). Membership in the Glee Club is open to all women subject to tryouts which are held before each semester begins. Inquire at School of Music office.

182ab. University Chorale (1:3), (1:3). Mixed choral organization, approximately 50 selected voices. Membership by audition.

191ab. University Symphony Orchestra (1:3), (1:3). Full symphony orchestra, performing important works from the symphonic repertoire of the 18th, 19th, and 20th centuries.

192ab. University Symphonic Band (1:3), (1:3). Performs literature from all eras, including contemporary works for this medium. Open to all students by audition and permission of director.

196ab. Small Ensemble (1:3), (1:3). A course to acquaint the student with literature for two or more players. Assignment by performance departments.

569ab. Advanced Ensemble (1:3), (1:3). Participation by advanced students in small groups, such as string quartets and trios, brass and woodwind choirs, and vocal ensembles.

APPLIED MUSIC

Performance auditions are required for acceptance as a music major and for approval of the area of applied study. These auditions should be arranged in advance through the School of Music. Tape auditions are acceptable if distance requires. Theory-composition majors should also submit scores of completed compositions if available.

Nonmusic students will be accepted for study in applied music if instructor time is available. Permission must be obtained from School of Music before registering.

Advancement in applied music is measured by proficiency examination each semester. Noncredit registration is not permitted.

Music majors will be enrolled in the major or principal instrument throughout their undergraduate study, receiving one hour of private instruction per week. Private lessons for secondary students and nonmusic students will be ½ hour per week. For composition majors, private lessons will be in composition. Class or private study in secondary instruments

will be assigned in accordance with the requirements of the student's degree program. Total number of credit hours offered for completion of degree requirements will be determined by the proficiency examinations.

Practice requirements are prescribed by the credit hour. See also Expenses for applied music fees.

<i>Credit</i>	<i>Freshmen</i>	<i>Sophomores</i>	<i>Juniors</i>	<i>Seniors</i>	<i>Graduates</i>	
1,1	151,152	251,252	351,352	451,452	551,552	
2,2	153,154	253,254	353,354	453,454	553,554	653,654
3,3	155,156	255,256	355,356	455,456	555,556	655,656
4,4	157,158	257,258	357,358	457,458	557,558	657,658

90. Convocation (0:1). All music majors are expected to attend the weekly convocations scheduled throughout the year, and to take part in these as recommended by their major applied teacher.

91. Repertoire Class (0:1). Applied majors are expected to attend weekly departmental or studio repertoire classes as determined by the major performance department, and to take part in these as recommended by their major applied teacher.

170, 171. Diction for Singers (3:3), (3:3). First semester: a study of phonetics and their application to the pronunciation of English, Italian, and ecclesiastical Latin. A study of the special problems involved in singing in English; second semester: a study of the phonetic alphabet as it relates to French and German and of the special problems involved in the singing of these languages.

371, 372. Conducting (2:2:1), (2:2:1). First semester: emphasis on choral direction; second semester: emphasis on orchestral conducting. Corequisite for 371: University Choir or University Chorale.

375, 376. Opera Workshop (2:0:6), (2:0:6). Techniques of singing in opera and oratorio with actual participation in School of Music performances. Open to any University student with the permission of the director.

473. Accompanying (1:2). Accompanying of vocal and instrumental performers under faculty supervision. May be repeated once for credit. One semester required of all piano majors and piano principals.

539. Advanced Conducting (2:2). Advanced score reading. Conducting of works in larger forms, with detailed examination of conducting techniques in relation to content and style. Instrumental emphasis. Permission of instructor required.

575, 576. Opera Workshop (2:0:6), (2:0:6). Participation in major operatic roles and the study of technical problems in operatic productions.

600. Recital (2:1).

NURSING

RECITALS

All music majors are expected to attend faculty and student recitals and the concerts given by School of Music choral and instrumental ensembles. In addition, opportunity is provided for University students to attend solo and ensemble performances by outstanding visiting artists appearing on the campus and in the Greensboro community throughout the year.

SCHOOL OF NURSING

ELOISE R. LEWIS, *Dean*

Professor LEWIS; Associate Professor MOORE; Assistant Professor BOETTE, BROWNING, JONES, KLEMER, REED; Instructor SMALL.

The School of Nursing offers an undergraduate curriculum with the study of nursing placed at the upper division level. The curriculum leads to the degree of Bachelor of Science in Nursing.

PHILOSOPHY

The University of North Carolina at Greensboro School of Nursing faculty sets forth the tenets upon which the objectives and curriculum of the school are based.

We believe in the dignity and worth of man and his capacity for self-actualization.

We conceive education to be a positive and vital force for human betterment that enables persons to adapt to an everchanging society.

Nursing is an element of society that focuses upon the health needs of the individual and through the individual to a larger community. The involvement of the professional practitioner of nursing requires a capacity for independent and interdisciplinary functioning. Competence in professional nursing can best be achieved in an institution of higher learning that provides a combination of experiences in the humanities, the natural and social sciences, and nursing.

PURPOSE

The purpose of the University of North Carolina at Greensboro School of Nursing is to provide for excellence of educational opportunity by adherence to the principles of this philosophy and by the competence and dedication of its faculty in preparing students to practice and to advance professional nursing.

PHILOSOPHY

OBJECTIVES

The University of North Carolina at Greensboro School of Nursing faculty assumes the responsibility for developing, implementing, and auditing a curriculum within the stated philosophy and purpose. The faculty shall provide the combination of experiences that will:

1. Encourage the student to combine concepts from the humanities, sciences, and life into a coherent conception of nursing.
2. Encourage the student to combine developing skills from the humanities, sciences, and life with skills that are basic to nursing.
3. Foster maturity and self-direction to prepare the student for independent and interdisciplinary functioning in nursing.

The curriculum is being developed in accordance with criteria set forth by the National Nursing Accrediting Agency. National accreditation will be sought at the earliest possible date, after the graduation of the first class.

The requirements for conduct of the School of Nursing as set forth in this catalog are in accordance with the published Standards for Educational Units in Nursing of the North Carolina Board of Nursing.

The first students will begin their work in the major in nursing in September 1968. Before entering a course in nursing, the student must have satisfactorily completed sixty academic credits which will include certain prerequisite courses. The prerequisite courses: Biology 101-102, 271 and 277; Chemistry 111-112 and Mathematics below Grade III, depending on the student's qualifications.

In the fall of 1970 registered nurses may qualify for admission to the professional nursing program after they have completed the lower division general education requirements. This group will be held to the same major requirements as any baccalaureate student.

Requirements for the degree of Bachelor of Science in Nursing are found on page 73.

DEPARTMENT OF PHILOSOPHY

Professor ASHBY (Head of the Department); Associate Professor ROSTHAL; Assistant Professor BOOTH.

COURSES FOR UNDERGRADUATES

111. Introduction to Philosophy (3:3). Principal problems of philosophy as presented in the original texts of representative philosophers both ancient and modern. Emphasis on the conflicting views resulting from the different attempts to resolve these problems.

PHILOSOPHY

211. Introduction to Logic (3:3). Primarily a general introduction to symbolic logic. Attention to techniques for classification of statements and determination of validity of arguments. Emphasis on proof construction. Brief attention to the traditional syllogistic logic.

221. Introduction to Ethics (3:3). An analysis of the nature of ethics; a critical survey of the major Western ethical systems and an examination of some contemporary problems.

231. History of Ancient and Medieval Philosophy (3:3). Ethics, theories of knowledge, and metaphysics in the ancient and medieval periods. Readings in the principal writings of Plato, Aristotle, the Stoics, Augustine, and Aquinas.

232. History of Modern Philosophy (3:3). A survey of modern philosophical thought, Descartes to Dewey.

321. Contemporary Ethical Thought (3:3). Analysis of the meaning of moral concepts such as good, right, ought, duty, and of the nature of ethical argument. Particular attention is given to contemporary theories of ethics both cognitive and noncognitive, such as intuitionism, naturalism, and emotivism.

322. Aesthetics (3:3). Philosophical problems connected with the description, interpretation, and evaluation of the arts.

323. Philosophy of Religion (3:3). A study of philosophic interpretations of religion with major attention given to significant problems in contemporary religions of Western civilization.

341. Recent American Philosophy (3:3). Recent American Philosophy since about 1900. Pierce, James, Royce, Santayana, Whitehead, Dewey.

347. Contemporary Philosophy: Analytical Philosophy (3:3). Contemporary techniques of philosophical analysis: the nature of analysis, perceptual knowledge, meaning and verification, and other selected topics.

348. Contemporary Philosophy: Philosophies of Existence and Phenomenology (3:3). Contemporary developments in continental philosophy. Kierkegaard, Nietzsche, Husserl, Heidegger, Jaspers, Sartre, Marcel.

401, 402. Reading Course for Seniors (3:3). Supervised reading and research for students who fulfill requirements for the major in philosophy. With consent of instructor.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

690. Aesthetics (3:3). Readings in the major philosophies of art; evaluative judgment and argument, the nature of aesthetic concepts, artistic truth, the analysis of the art object and of the aesthetic experience.

DEPARTMENT OF PHYSICS

Professors CLARK (Head of the Department), REARDON; Associate Professor WHITLOCK; Assistant Professors HAGESETH, MCCORMACK, MUIR.

101-102. General Physics (4:3:3)-(4:3:3). Introduction to laws and properties of matter, sound, heat, optics, electricity and magnetism. Algebra and trigonometry used in the development of this material.

103-104. General Physics (4:3:3)-(4:3:3). Basic principles of mechanics, heat, electricity and magnetism, sound and light, presented in terms of both classical and modern physics topics. Corequisites Mathematics 191, 292, respectively.

301. Physics (3:2:3). A one semester introduction to the fundamentals of mechanics, wave motion, energy, electricity and magnetism, with emphasis on the atomic nature of matter. This course may be elected by students who have not received credit in Physics 101-102, 103-104. It is required for certain majors in home economics and education, but cannot be used by others to fulfill the science requirements for graduation.

303. Introduction to Modern Physics (3:2:3). Survey of atomic, nuclear and solid state physics. Topics include cavity radiation, atomic spectra, wave particle dualism, Schrödinger equation, Zeeman effect, solid state physics, relativity, radioactivity and nuclear reactions. Pr. 101-102 or 103-104.

321. Optics (3:2:3). An analytical treatment of geometrical optics (thin and thick lens, stop theory, aberrations, and optical instruments) and physical optics (interference, diffraction, polarization and other optical phenomena). Pr. 101-102 or 103-104.

322. Electricity and Magnetism (3:2:3). A study of electric and magnetic theory through Maxwell's equations. Instruments and circuitry will be stressed in the laboratory. Pr. 101-102 or 103-104.

323. Thermal Physics (3:3). A study of the properties of matter developed by combining thermodynamic reasoning with molecular theory. Pr. 103-104.

324. Mechanics (3:2:3). Analytical treatment of the classical kinematics and dynamics of a particle in a uniform field, in oscillatory motion, in a central force field, and simple motions of systems of particles. Independent performance of laboratory experiments and problem solution techniques will be stressed. Additional topics as time permits selected from hydrodynamics, elasticity, wave motion, and special relativity. Pr. 101-102 or 103-104; corequisite Mathematics 293, or consent of instructor.

PHYSICS

331, 332. Experimental Physics (1:0:3), (1:0:3). Advanced courses in laboratory techniques as involved in special laboratory problems. Pr. two advanced courses in physics which are being taken concurrently or have been completed.

335. Electronics (3:2:3). Introduction to the theory of vacuum tubes and solid state devices. Electronic circuits useful for reproduction, measurement, and control are studied. The course is especially designed to meet the needs of the experimental physicist. Pr. 103-104.

450. Modern Physics (3:3). Study of modern theories of matter, electricity, and radiation in the fields of atomic, nuclear and solid state physics. Pr. 303 and 322.

452. Modern Physics Laboratory (1:0:3). Basic experiments in atomic, nuclear, and solid state physics as well as contemporary experiments, where facilities permit. Required for physics majors. Pr. or coreq. 450.

493-494. Honors Work (3:3)-(3:3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

500. Seminar (1, 2, or 3 semesters hours of credit). Selected topics of current interest in physics. Pr. 322, 324.

501a,b. Physics for Pre-College Teachers (3:3), (3:3). Study of particle and wave motion from the dynamical point of view, as presented in the Physical Science Study Committee physics course and in other treatments. Study of electricity and magnetism and the physics of the atom using the knowledge of dynamics. Pr. one year of college physics, one year of college mathematics, and consent of instructor.

505. Electromagnetism (3:3). Advanced course in electromagnetic theory. Development of Maxwell's equations. Electrostatics and magnetostatics. Solution of Laplace's and Poisson's equations. Application to wave propagation and radiation. Required of all physics majors. Pr. 322.

507. Analytical Mechanics (3:3). Extension of classical laws of particle motion to the treatment of the general motion of a rigid body, non-inertial reference frames, introduction to generalized coordinates, normal coordinates, introduction to topics and techniques based on the calculus of variations. Pr. 324, Mathematics 390.

521. Introduction to Quantum Mechanics (3:3). Origins of the quantum theory; wave-particle duality and the uncertainty relations, elementary wave mechanics; solutions of the Schrödinger equations for simple systems, including the hydrogen atom; spin; exclusion principle, atomic spectra of many electron atoms. Pr. 450.

PSYCHOLOGY

COURSES FOR GRADUATES

601a. Basic Concepts in Physics (3:3). Study of fundamental concepts and theories in physics, with some performance of demonstration and laboratory experiments by the student. Particularly recommended for secondary school teachers of science who have less than 18 semester hours of undergraduate physics. Pr. one year of college physics, one year of college mathematics, or consent of instructor.

601b. Selected Topics in Physics (3:3). Study of current and classical developments in modern physics. Topics included will develop basic knowledge of electromagnetic fields, atomic structure and spectra, particle and wave theories. Pr. 601a or its equivalent.

622. Quantum Mechanics (3:3). Schrödinger, Heisenberg and interaction formulations of Quantum Mechanics will be applied to physical phenomena. The more important approximation techniques will be used. Pr. 521.

623. Classical Dynamics (3:3). The concepts in classical mechanics will be formulated in a rigorous mathematical fashion. Pr. 507.

624. Introduction to Theoretical Physics (3:3). Techniques and methods of theoretical physics applied to selected classical and quantum topics. Pr. 505 and 507, or consent of instructor.

630. Introduction to Solid State Physics (3:3). Crystal structures, modern theories of transport properties, superconductivity, selected topics of current research interest. Pr. 624 or consent of instructor.

640. Introduction to Nuclear Physics (3:3). Nuclear structure, nuclear reactions, experimental techniques of producing and studying nuclear particles; models of the nucleus; nuclear forces, fundamental particles, modes of decay. Pr. 521 or consent of instructor.

699a,b. Thesis (3)-(3). Staff.

DEPARTMENT OF PSYCHOLOGY

Professors DUFFY, EASON (Head of the Department), SMITH; Assistant Professors COLE, DUNHAM, LUMSDEN, MCDOWELL, SPRUILL; Lecturers EDWARDS, MCGEHEE, NORTH.

Students planning to major in psychology are expected to take Psychology 211-212 as their introductory course. A student who takes Psychology 221 and then decides to major will be required to take Psychology 213-214 also. Among the advanced courses, Psychology 310, 515, 520, and 521 are required of all majors. Every major is strongly advised also to take Psychology 326 or 342, 341, 347, 537, and 545, as well as courses in mathematics and the natural sciences other than psychology.

PSYCHOLOGY

Finally, a student planning to go on to graduate work in psychology would be wise to select an undergraduate language from among French, German, and Russian.

Any course at the 300-level may be taken by any student who satisfies the stated prerequisites.

211-212. General Psychology (Experimental) (3:2:3)-(3:2:3). Considers the following general topics and provides related demonstrations and experiments: psychology as a science, nervous system, growth and development, sensory and perceptual processes, motivation, emotion, learning, personality development (normal and pathological), statistics, testing, intelligence, and aptitudes and achievement. May not be taken for credit by students who have received credit for 221. May be substituted for 221 in any program. May be taken by freshmen in Honors Program and by freshmen who plan to major in psychology and have permission from the psychology department.

213-214. General Psychology Laboratory (1:0:3)-(1:0:3). Permits assignment of students to laboratory sections of 211-212, under special circumstances. May not be taken for credit by students who have received credit for 211-212.

221. General Psychology (3:3). Covers the same topics as 211-212, in briefer treatment and without laboratory. May not be taken for credit by students who have received credit for 211-212. May be taken by freshmen only with permission from the psychology department.

224. Human Relations (3:3). Nature and dynamics of normal and abnormal behavior in infancy, childhood, adolescence, maturity, and senescence; nature of interpersonal relations in large and small groups. Pr. 211-212 or 221.

310. Statistics in Behavioral Science Research (3:3). Moment and product-moment statistics; description and inference; estimating parameters and testing significance. Taught at introductory level; see 510. *Requires knowledge of elementary algebra.*

326. Psychology of Infancy and Childhood (3:3). Survey of development and behavior of children from infancy to adolescence. Aspects of development (physical, intellectual, motor, personality, etc.) as well as age periods (prenatal, neo-natal, infancy, and childhood) considered. Observational studies of various age levels. Pr. 211-212 or 221.

333. Special Problems in Psychology (1) to (3). Opportunity for students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Student should consult instructor before registering for this course.

334. Special Problems in Psychology (1) to (3). Continuation of 333.

341. Abnormal Psychology (3:3). An introduction to behavior pathology. Description, dynamics, and modification of abnormal behavior, including the neuroses, psychoses, character disorders, and psychosomatic reactions. Pr. 6 hours of psychology, or consent of instructor.

342. Psychology of Adolescence and Adulthood (3:3). Individual and social development from early adolescence through later adolescence, adulthood, and old age. Interrelation of all aspects of development emphasized. Characteristic adjustment problems in the various age periods will be considered together with methods of meeting these problems. Pr. 211-212 or 221.

347. Dynamics of Social Behavior (3:3). A study of social behavior. Covers attitudes, communication, perception of others, small group behavior. Pr. 211-212 or 221.

493-494. Honors Work (3)-(3).

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

502. Psychology of the Exceptional Child (3:3). General survey of significant psychological problems characteristic of various classes of exceptional children. Especially designed to fit the needs of the teacher in special education. Pr. 211-212 or 221, and consent of instructor.

503. Mental Deficiency (3:3). Definitions, theories, classifications, etiology, diagnosis, and psychotherapy in the area of mental deficiency. Pr. 211-212 or 221, and consent of instructor.

504. Behavior Disorders in Children (3:3). Clinical and experimental approaches to psychopathology of childhood. Etiology and modification of deviant behavior in various age groups through adolescence. Pr. 326, 342, or consent of instructor.

510. Advanced Statistics in Behavioral Science Research (3:3). Methods of inference; linear and curvilinear prediction; estimating parameters and testing significance; complex analysis of variance; analysis of covariance. Pr. 310 or equivalent or consent of instructor.

511. Experimental Design in the Behavioral Sciences (3:3). Definition of an experiment; validity and precision; completely randomized design; matched-group design; covariance design; factorial designs; multiple and curvilinear regression. Pr. 510 or equivalent or consent of instructor.

515. History and Systems of Psychology (3:3). Discussion of prescientific thinking on psychological problems, origin of systems of psychology, and way in which these systems are reflected in contemporary psychology. Pr. 211-212 or 221.

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517. Behavior Theory (3:3). Basic issues in the explanation of behavior: physicalism, determinism, nature of consciousness. Learning and contemporary theories of learning.

520. Physiological Psychology (3:3). Study of physiological bases of psychological processes, with special attention to structure and function of nervous system and to sensory processes. Pr. 211-212 or 221.

521a. Experimental Psychology: Sensation and Perception (3:3). Basic organization of the nervous system; methods, findings, and theories in the experimental study of sensory and perceptual processes. Pr. 211-212 or 221 in conjunction with 213-214, and 310 or 510.

521b. Experimental Psychology: Motivation and Learning (3:3). Methods, findings, and theories in experimental study of motivation, reinforcement, and learning. Pr. same as for 521a.

522. Activation and Behavior (3:3). Examination of the physiological and psychological causes of changes in the degree of activation or arousal, and consideration of both established and hypothesized relationships to various aspects of behavior, e.g., performances of various kinds, personality, and abnormal behavior. Pr. senior or graduate standing, or permission of instructor.

525. Comparative Psychology (3:3). Current problems and issues in behavioral comparisons: valid comparisons, evolution of animal structure and function, qualitative and quantitative differences between behavioral characteristics at different evolutionary levels.

532. Industrial and Business Psychology (3:3). Determinants of behavior of individuals in industrial and business organizations: social and physical environments, organizational structure, leadership, task taxonomy, and individual differences. Pr. 211-212, 221, or consent of instructor.

534. Consumer Behavior (3:3). Psychological and socio-economic factors affecting consumer motivation, behavior, and buying decisions. Emphasis on current research on, and theory about, behavior of consumers as individuals and as members of socio-economic groups.

535. Personnel Psychology (3:3). Applications of psychological methods and techniques to personnel work in business and industry: selection and training of employee, job evaluation and salary administration, performance appraisal, attitude-morale measurements. Pr. 211-212, 221, or consent of instructor.

537. Psychological Tests and Measurements (3:3). Study of theory and practice of psychological testing, with specific attention to instruments designed for use with exceptional children and in special education. Experience in the administration and scoring of group tests. Opportunities for observing administration of individual tests. Pr. 211-212, or 221 and 310 or 510.

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540. Adolescent Development (2). Physical, mental, and emotional development of adolescents, including social adaptation and interests, attitudes, and ideals. Pr. 3 hours in psychology at undergraduate or graduate level.

543. Advanced Developmental Psychology (3:3). Study at advanced level of developmental stages throughout the course of life, from conception through old age. Special attention given to current theories, to methodology, and to illustrative areas of research. Pr. 211-212 or 221, plus 326, 342, or approved substitute; or permission of instructor.

545. The Development of Personality (3:3). Study of individual differences in behavior, and of biological and social factors which produce these differences. Pr. 211-212 or 221.

546. Theories of Personality (3:3). Survey of the major theories of personality. Structure and content of theories; relation between theorist and kind of theory he produces; evaluation; research relevant to each theory. Pr. 6 hours of psychology.

601. Graduate Problems in Psychology (1) to (3). Opportunity for graduate students to work individually or in small groups on psychological problems of special interest. Work may represent either survey of given field or intensive investigation of particular problem. Students should consult instructor before registering in this course, *which is intended strictly for students with a strong background in psychology and not as an introduction to psychology at the graduate level.*

602. Seminar in Systematic Issues (3:3).

603. Seminar in Advanced General Psychology (3:3).

604. Seminar in Individual and Group Behavior (3:3).

615. Individual Intelligence Testing (3:3). Theory, administration, scoring, and normative and clinical interpretation of individual tests of intelligence, with particular emphasis on the Wechsler and Binet scales. Closely supervised laboratory practice with children and adults, with some minimal experience in the use of these measures in clinical settings. Pr. successful completion of master's comprehensive examination in psychology; or 510 (or 310), 537, 602, 603, and 604; in addition, for non-majors, consent of instructor.

620. Introductory Practicum (3). Introduction to basic clinical psychological principles and skills, with particular emphasis on interpersonal interaction, the consultative process, and case-study techniques. Pr. 615.

699. Thesis (3 to 6).

ROMANCE LANGUAGES

DEPARTMENT OF ROMANCE LANGUAGES

Professors BARINEAU, DESCOUZIS, McSPADDEN (Head of the Department); Associate Professors ATKINSON, COUCH, FELT, LAGOS; Assistant Professors ALMEIDA, CHAUVIGNE, GARAUD, STINSON, TERRY, WHITAKER; Instructors BELL, BULGIN, CHAMBERLIN, DECKER, DOUGLAS, GASCON-VERA, KINGSBURY, KOENIG, LAY, LUCAS, STALEY; Lecturer SANCHEZ-BOUDY; Teaching Assistant RENSHAW.

The program of studies leading to a major in French or Spanish is designed to insure a well-rounded preparation in literature and language without undue specialization in any single area. A detailed statement of requirements and recommendations may be obtained from the Head of the Department of Romance Languages.

Since the courses numbered 207, 208, 209, 210, 211, 212 are introductory to some higher courses in both French and Spanish, students majoring in those languages will profit by completing four semesters of these in their sophomore years.

The Department of Romance Languages sponsors a French House and a Spanish House, open to selected students for a semester's residence during their last two years. These houses, occupying a unit portion of a dormitory, operate under the guidance of a resident native speaker and serve to promote French or Spanish studies through exclusive use of the language.

Students who terminate their language requirement in French or Spanish with a 200 course are expected to take French or Spanish 207, 208.

FRENCH

101-102. **Elementary French** (3:3)-(3:3). Introduction to the French language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. Staff.

103-104. **Intermediate French** (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition, and aural comprehension. Readings based on cultural material and significant literary works. Supplementary instruction in the language laboratory. Staff.

207, 208. **Survey of French Literature** (3:3), (3:3). Reading in chronological order of selections from French literature. Staff.

209, 210. **Intermediate French Composition** (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into French, dictation.

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211, 212. French Conversation (3:3), (3:3). Intensive and methodical training in spoken French. Pr. 207, 208 or 209, 210.

313. The Contemporary French Novel (3:3). A study of the significant works of French novelists, from World War I to the present, whose writings reflect new trends in the novel in France. Pr. 207, 208 or equivalent.

327. Seventeenth-Century French Classical Literature (3:3). A study of some of the most representative works of the classical period. Pr. 207, 208 or equivalent. Mr. Garaud.

330. Eighteenth-Century French Literature (3:3). A study of selected works of Prévost, Marivaux, Montesquieu, Voltaire, Diderot, Rousseau, Beaumarchais, and Bernardin de St. Pierre. Pr. 207, 208 or equivalent. Mr. Felt.

331. French Romanticism (3:3). A study of Romantic poetry, novels, and dramas with emphasis on poetry. Pr. 207, 208 or equivalent. Miss Barineau.

333. The Nineteenth-Century French Novel (3:3). An intensive study of some of the most important French novels of the 19th century. The authors to be studied include Constant, Stendhal, Balzac, Flaubert, and Zola. Pr. 207, 208 or equivalent. Mr. Couch.

340. Modern French Poetry (3:3). A study of Baudelaire, Lautréamont, Rimbaud, and Mallarmé followed by selected poems of Valéry, Claudel, Apollinaire, Aragon, Eluard, Fargue, Supervielle, Reverdy. Pr. 207, 208 or equivalent. Mr. Chauvigné.

350. Practical French Phonetics (3:3). A practical course in French phonetics. Students will learn to write and read phonetic symbols for all sounds in the French language, will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor. Mr. Felt.

353, 354. Advanced French Composition (3:3), (3:3). Intensive study of modern French prose. Translations into French of literary and colloquial English. Pr. 207, 208 or equivalent. Miss Barineau.

493-494. French Honors Work (3:3)-(3:3). Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

545. Old French Literature (3:3). Readings in French literature of the Middle Ages with attention to the development of the French language. Pr. one 300-level course in French Literature or permission of instructor. Mr. Atkinson.

558. French Literary Criticism (3:3). A survey of the major developments and representatives in French literary criticism from Boileau through

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Diderot and Baudelaire to the present time, followed by a study of the most significant aspects of contemporary French literary criticism. Pr. one 300-level course in French Literature or permission of instructor.

563. Seventeenth-Century French Baroque and Pre-Classical Literature (3:3). A study of some of the most representative works of the baroque and pre-classical period. Pr. one 300-level course in French or permission of the instructor. Mr. Garaud.

568. Modern French Theatre (3:3). A survey of French drama from the Symbolists to the present day, including works by Claudel, Rostand, Giraudoux, Anouilh, Cocteau, Montherlant, Camus, Sartre, Genet, Beckett, Ionesco, and others. Pr. one 300-level course in French Literature or permission of instructor. Mr. Couch.

571, 572. French Civilization (3:3), (3:3). A general information course on France and the French people. Historical and geographical background for intensive study of national traits, home life, institutions, and culture. Stress on present-day France. Pr. one 300-level course in French Literature or permission of instructor. (Not for credit toward M.A. in French.) 3 hrs. required for M.A.T.; 3-6 hrs., for the M.Ed. Mr. Chauvigné.

573. Sixteenth-Century French Literature (3:3). A survey of sixteenth-century literature with a concentrated study of the works of Marot, Rabelais, and the poets of the Pléiade. Special emphasis on the *Essais* of Montaigne. Pr. one 300-level course in French Literature or permission of instructor. Mr. Couch.

COURSES FOR GRADUATES

601, 602. Seminars in French Literature (3:3), (3:3). All candidates for an M.A. in French are required to take at least one seminar. Graduate staff.

610. History of the French Language (3:3). A study of the origins and development of the French language. Required of all candidates for an M.A. in French. Mr. Atkinson.

625. Studies in French Style (3:3). An introduction to *explication de textes*. Analysis of French literary texts in prose and verse, drawn from the works of novelists and poets of the nineteenth and twentieth centuries. Required of all candidates for an M.A. in French. Miss Barineau.

630. Applied French Linguistics (3:3). Introduction to the principles of applied linguistics. Description of similarities and differences between French phonetics and phonemics, morphology, syntax, idioms, and those of the mother tongue (English). Investigation of effective means to awaken students to the differences; and ways of establishing the new habits of French.

650. Advanced French Phonetics (3:3). Sounds and patterns of intonation in French. Extensive use of phonetic symbols. Required for students for the M.A.T. and M.Ed. degrees with a concentration in French. Mr. Felt.

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693. Special Problems in French Literature (3:3). Intensive study of problems and areas of French literature not covered by regular course offerings. Graduate staff.

699. Thesis (3 to 6). Required of all candidates for an M.A. in French. Graduate staff.

SPANISH

101-102. Elementary Spanish (3:3)-(3:3). Introduction to the Spanish language with practice in hearing, speaking, reading, and writing. Supplementary instruction in the language laboratory. Staff.

103-104. Intermediate Spanish (3:3)-(3:3). Rapid review of main elements of grammar. Emphasis on vocabulary building, pronunciation, composition, and aural comprehension. Readings based on cultural material and significant literary works. Supplementary instruction in the language laboratory. Staff.

207, 208. Survey of Spanish Literature (3:3), (3:3). Reading in chronological order of selections from Spanish literature. Staff.

209, 210. Intermediate Spanish Composition (3:3), (3:3). Intensive study of the fine points of grammar and of a wide range of idioms, translation of English sentences and connected discourse into Spanish, dictation.

211, 212. Spanish Conversation (3:3), (3:3). Intensive and methodical training in spoken Spanish. Pr. 207, 208 or 209, 210.

321. Twentieth-Century Spanish Novel (3:3). Intensive study of novels by Unamuno, Baroja, Valle-Inclán, Azorín and Pérez de Ayala. A brief survey of the post-Civil War novel. Pr. 207, 208 or equivalent. Mr. Almeida.

324. Nineteenth-Century Spanish Theatre (3:3). A survey of Spanish drama from neo-classicism to the late nineteenth century. Authors to be studied include Moratín, Duque de Rivas, Zorilla, Tamayo y Baus, Echegaray, Pérez Galdós. Pr. 207, 208 or equivalent. Mr. Descouzis.

326. Spanish-American Literature from Modernism to the Present (3:3). Analysis of representative works from Modernism through the Contemporary Period. Lectures on social, literary, and cultural backgrounds. Pr. 207, 208 or equivalent. Mr. Lagos.

329. Spanish-American Fiction (3:3). A study of the development of the novel and short story of Spanish America. Reading of representative pieces with special attention to contemporary fiction. Pr. 207, 208 or equivalent. Mr. Lagos.

334. Drama of the Golden Age (3:3). A review of the evolution of Spanish drama, with detailed study of plays by Lope de Vega, Ruiz de Alarcón, Tirso de Molina, and Calderón. Pr. 207, 208 or equivalent. Mrs. Whitaker.

350. Practical Spanish Phonetics (3:3). A practical course in Spanish phonetics. Students will learn to write and read phonetic symbols for all

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sounds in the Spanish language, will study the mechanics of the production of these sounds, accompanied by intensive drill in pronunciation and intonation. Pr. 211, 212, or equivalent, or permission of instructor.

353, 354. Advanced Spanish Composition (3:3), (3:3). Intensive study of modern Spanish prose. Translations into Spanish of literary and colloquial English. Pr. 207, 208 or equivalent.

493-494. Spanish Honors Work (3:3)-(3:3). Staff.

COURSES FOR ADVANCED UNDERGRADUATES AND GRADUATES

510. Cervantes (3:3). An intensive study of *Don Quijote*. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish Literature or permission of instructor. Mr. Descouzis.

515. Modern Spanish Poetry (3:3). A study of Spanish poetry from Romanticism to the present time. Lectures, collateral reading and reports. Pr. one 300-level course in Spanish Literature or permission of instructor. Mr. Lagos.

520. Spanish Lyric Poetry to 1700 (3:3). A study of the primitive Castilian lyric, the popular and courtly lyric of the Late Middle Ages, and Renaissance and Baroque lyric poetry. Pr. one 300-level course in Spanish Literature or permission of instructor. Mr. Almeida.

525. Spanish Prose Fiction of the Renaissance and Golden Age (3:3). A study of representative works of idealistic and realistic fiction (excluding Cervantes) with emphasis on the picaresque novel. Pr. one 300-level course in Spanish Literature or permission of instructor. Mrs. Whitaker.

531. The Nineteenth-Century Spanish Novel (3:3). A study of the Spanish novel from the *costumbrista* movement in the first half of the century to the naturalistic novel at the end of the century, including works of Mesonero Romanos, Larra, Enrique Gil Carrasco, Fernán Caballero, Alarcón, Valera, Pardo Bazán, Leopoldo Alas, Galdós, Blasco Ibáñez. Pr. one 300-level course in Spanish Literature or permission of instructor. Mr. Descouzis.

535. Twentieth-Century Spanish Theatre (3:3). A study of the Spanish drama from realistic to present day writers, including works by Benavente, los Quintero, los Machado, Marquina, García Lorca and other more recent dramatists, such as Aub, López Rubio, and Sastre. Pr. one 300-level course in Spanish Literature or permission of instructor. Mr. Almeida.

571. Spanish Civilization (3:3). The development of Spanish culture. Historical and geographical background for the study of 20th century

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Spain. Special emphasis on customs, national traits, arts, and institutions. Pr. one 300-level course in Spanish Literature or permission of instructor.

572. Spanish-American Civilization (3:3). The development of Spanish-American culture. Pr. one 300-level course in Spanish Literature or permission of instructor.

COURSES FOR GRADUATES

601, 602. Seminars in Spanish Literature (3:3), (3:3). Graduate staff.

610. History of the Spanish Language (3:3). A study of the principles of historical linguistics as applied to the development of Latin into Modern Spanish. Mr. McSpadden and Mr. Stinson.

625. Studies in Spanish Style with Special Emphasis on Literary Methods and Bibliographical Tools (3:3). An introduction to *explicación de textos*. Analysis of Spanish and Spanish-American literary texts in prose and verse, drawn from the works of novelists and poets. Mr. McSpadden.

630. Applied Spanish Linguistics (3:3). Introduction to the principles of applied linguistics. Description of similarities and differences between Spanish phonetics and phonemics, morphology, syntax, idioms, and those of the mother tongue (English). Investigation of effective means to awaken students to the differences; and ways of establishing the new habits of Spanish.

650. Spanish Phonetics: Problems of Pronunciation and Intonation (3:3). Sounds, phonemes and inflections of Spanish. Consideration of principles and criteria of usage.

693. Special Problems in Spanish Language and Literature (3:3). Intensive study of problems and areas of Spanish language and literature in the realms of: (a) Peninsular Poetry, (b) Peninsular Prose, (c) Peninsular Theatre, (d) Spanish-American Prose, (e) Spanish-American Poetry, (f) Spanish Linguistics. Graduate staff.

ITALIAN

201-202. Elementary Italian (3:3)-(3:3). Introduction to the Italian language with practice in hearing, speaking, reading, and writing.

303-304. Intermediate Italian (3:3)-(3:3). This is a continuation of Italian 201-202. Further grounding in the principles of grammar, followed by reading in Dante's *Inferno* and selections from Petrarch, Boccaccio, and others.

SOCIOLOGY & ANTHROPOLOGY

DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY

Professors BURGESS, KUPFERER, MOSSMAN, NOLAND, SHIVERS (Head of the Department); Assistant Professors ALLEN, KNOX¹, RALLINGS; Instructors CASE, MCLEOD, STEPHENS; Lecturer DINKEL.

The undergraduate major program in Sociology and in Anthropology is planned to provide the student with an analytic and systematic approach to human socio-cultural behavior as part of a liberal education. Further, it provides a foundation for advanced study or for a variety of occupations.

Sociology 211, 449, and Anthropology 212 are required of all majors. Students majoring in Sociology are required to take Sociology 344 or 450. With the assistance of departmental advisers, the student selects other advanced courses in relation to his plans and interests.

SOCIOLOGY²

111. Southern Regions (3:3). A study of society in the Southeastern states in the light of traditional and changing cultural patterns of the area. Mr. Case.

211. Introduction to Sociology (3:3). The scientific study of social behavior including such factors involved in the functioning and development of human society as culture, personality, social organization, institutions, stratification, process, and social change. Staff.

322. Sociology of Deviant Behavior (3:3). Sociological contributions to analysis and treatment of contemporary types of deviant behavior. Relationship of deviant behavior to social change. Pr. 211. Mr. Allen.

326. The Community (3:3). Development and theory of modern community life with special reference to processes of community relations, complexities of community structure, and patterns of change. Staff.

³327. Race and Culture Contact (3:3). Patterns of interaction between peoples differing in race and culture. Miss Burgess.

330. Sociology of Religion (3:3). An introduction to sociological study in the field of religion with emphasis on modern society and the relation of religion to other institutions and the functions of religious roles. Mr. Allen.

333. The Family (3:3). An analysis of the American family as an institution, with particular attention given to change and interrelationships with other institutions. Mr. Rallings.

¹On leave 1967-1968.

²Majors may take a maximum of 42 semester hours in sociology and anthropology combined in courses above Grade I.

³Same as Anthropology 327.

SOCIOLOGY & ANTHROPOLOGY

335. Marriage (3:3). A functional study of dating, mate selection, marriage, and parenthood on the contemporary American scene, with emphasis on personal relationships. Mr. Rallings.

336. Criminology (3:3). A survey of the nature and evolution of crime, causes, examination of criminal procedure, and historical development of the methods of punishment. Analysis of case studies of delinquents; treatment of the criminal. Miss Shivers.

344. Introduction to Sociological Research (3:3). Functions of theory and methodology in the design and execution of research. Analysis and interpretation of selected research projects in sociology and social psychology. Miss Burgess.

411. Population Problems and Human Ecology (3:3). Population composition, population growth; the distribution of human beings in space and its effect on their social life. Mr. Allen.

439. Social Welfare as a Social Institution (3:3). An introduction to the origins and types of problems to which social welfare programs in our culture are addressed. Emphasis upon the interdependence between social, cultural, political, and economic factors in relation to the changing conceptions of social welfare. Miss Mossman.

440. Social Work as a Profession (3:2:3). An examination of social work as a helping profession with emphasis upon its goals, values, methods, and settings. Field experience is provided each student in community agencies three hours per week. Pr. Sociology 439. Miss Mossman.

449. Sociological Theory (3:3). Emergence of sociological theory from social philosophy and the role of sociological theory in the development of social science. Required for majors. Mr. Allen.

450. Sociological Statistics (3:3). An introduction to statistical methods and their application in economics, sociology, business administration, governmental affairs, and in other social sciences. Topics covered will include: measures of central tendency, dispersion, and relationship; trends; index numbers; time series analysis. Emphasis will be placed on problem solving and laboratory. A student taking this course may not receive credit for Mathematics 341 or Psychology 510. Same as Economics 450. Credit may be received as either sociology or economics, but not both. Davies and staff.

469. Special Problems in Sociology (3:3). An opportunity for the student to work individually on problems of special interest to him.

493-494. Honors Work (3:3)-(3:3). Staff.

¹This course cannot be used to fulfill the social science requirement for graduation.

SOCIOLOGY & ANTHROPOLOGY

FOR ADVANCED UNDERGRADUATES AND GRADUATES

523. Social Psychology (3:3). A study of individual and collective behavior in relation to various social and cultural influences. Selected crucial problem areas of social psychological theory are intensively examined in a social and cultural perspective. Pr. Introductory Sociology or General Psychology or permission of the instructor. Mr. Rallings.

525. The Small Group (3:3). The structure and functioning of various kinds of small groups. Emphasis is on the objectives of groups; on the processes of leadership, decision-making, interaction, and change; and on the consequences of group participation for the individual. Reviews major field and laboratory studies and elaborates their theoretical significance. Pr. Sociology 211; Psychology 211-212 or 221; or permission of instructor. Mr. Rallings.

530. Urban Sociology (3:3). An examination of the influence of world urbanization upon human social systems and culture patterns. Mr. Allen.

531. Social Structure and Stratification (3:3). A systematic analysis of class and caste systems, power relationships, status groupings, institutional and mobility patterns within the structure of society. Emphasis will be placed on theory and research in the field as it relates to differential social behavior. Pr. junior-senior standing; Sociology 211 or Anthropology 212; or by consent of instructor. Miss Burgess.

535. Social Relations in Formal Organizations (3:3). Formal organization of work. Various types of organizations—industrial company, business firm, hospital, government agency, educational institution, labor union, etc.—as bureaucracies and as other forms of organization. Internal adjustments of personnel. The informal organization. External constraints on organizations—community, government, union, changing value systems, etc. Representative topics covered are division of labor, authority structure, communication, motivation, reward systems, occupational types, professionalization, impact of automation. Mr. Noland.

541. Juvenile Delinquency (3:3). An analysis of the social dimensions of juvenile delinquency, comparisons of agencies of control and corrections, and programs of treatment and prevention. Miss Shivers.

542. Community Services for Children (2:2). A study of the normal process of socialization will serve as background for a discussion of special services for children in the community and the basic principles in child care upon which agency services are established. Miss Mossman.

Courses for Graduates

605. Seminar in Management Organization Theory (3:3). Analysis of management organization theory and structure combining historical development and recent theory and findings from the behavioral sciences.

SOCIOLOGY & ANTHROPOLOGY

Construction of organizational models based upon modern theory and the survival needs of the business enterprise. Same as Economics 605. Pr. consent of the instructor.

640. Community Organization (2:2). A study of the changing role of the local community: social class differentials, basic institutions and associations in community organization, leadership roles and influence patterns.

685. Sociology of Education (3:3). The school system is analyzed with the focus on human relationships. School-community relations are studied with special reference to the social structure of the community and its effect on the functioning of the school. Mr. Noland.

ANTHROPOLOGY¹

212. Introduction to Anthropology (3:3). A survey of general anthropology. It includes: an inquiry into the origins of man; prehistory; and a comparative study of cultures. Staff.

327. Race and Culture Contact (3:3). Patterns of interaction between peoples differing in race and culture. Miss Burgess.

328. Cultural Anthropology (3:3). Comparative study of culture and its influence on human behavior. Theoretical and applied aspects of cultural anthropology are considered. Miss Kupferer, Mr. McLeod.

329. Comparative Social Organization (3:3). A comparative study of the organization of social life in primitive and peasant groups. Mr. McLeod.

331. Native Peoples of North America (3:3). A study of the ways of life both aboriginal and contemporary of the indigenous people of North America. Miss Kupferer.

332. Peoples of Asia (3:3). A study of ways of life in selected areas of Asia, with stress on China, Japan, and India. Staff.

352. The Peoples of Latin America (3:3). An introductory to the peoples of Latin America with special reference to contemporary tribal and peasant groups. Mr. McLeod.

For Advanced Undergraduates and Graduates

551. Dynamics of Culture Growth and Change (3:3). An examination of the development of culture and the analysis of acculturation stemming from contacts of peoples of different cultural heritages. Miss Kupferer.

554. Culture and Personality (3:3). A cross cultural analysis of the effect and influence of culture and group membership on the development of personality. Miss Kupferer.

¹Majors may take a maximum of 42 semester hours in anthropology and sociology combined in courses above Grade I.

²Same as Sociology 327.



PART VIII.

The Graduate School



VIII. THE GRADUATE SCHOOL

OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

OFFICERS OF ADMINISTRATION THE UNIVERSITY OF NORTH CAROLINA

WILLIAM CLYDE FRIDAY, B.S., LL.D., *President*

WILLIAM SMITH WELLS, B.A., M.A., Ph.D., *Vice President for Academic Affairs*

ARNOLD KIMSEY KING, B.A., M.A., Ph.D., *Vice President for Institutional Studies*

FREDERICK HENRY WEAVER, B.A., M.A., *Vice President for University Relations*

CHARLES EDWIN BISHOP, B.S., M.S., Ph.D., *Vice President for University Public Service Programs*

ALEXANDER HURLBUTT SHEPARD, JR., B.A., M.A., *Assistant Vice President and Treasurer*

RUDOLPH PATE, B.S., *Assistant to the President*

JOSEPH SIBLEY DORTON, JR., B.S., *Assistant Vice President and Escheat Officer*

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

JAMES S. FERGUSON, B.A., M.A., Ph.D., *Chancellor*

JOHN W. KENNEDY, B.A., M.A. Ph.D., *Dean*

The Graduate Executive Council

The Graduate Executive Council is composed of members of the Graduate Administrative Boards of the units of the Consolidated University. The President, the Vice President for Academic Affairs, the Chancellors, and the Graduate Deans are *ex-officio* members of the Graduate Executive Council.

THE GRADUATE ADMINISTRATIVE BOARDS

The University of North Carolina at Greensboro

JOHN W. KENNEDY, Ph.D., *Dean*

RICHARD BARDOLPH, Ph.D., *Professor of History and Political Science and Head of Department*

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

JOSEPH A. BRYANT, JR., Ph.D., *Professor of English and Head of Department*

GILBERT F. CARPENTER, B.A., *Professor of Art and Head of Department*

EUNICE DEEMER, Ph.D., *Assistant Professor of Home Economics*

¹ELIZABETH DUFFY, Ph.D., *Professor of Psychology*

²ROBERT G. EASON, Ph.D., *Professor of Psychology and Head of Department*

BRUCE M. EBERHART, Ph.D., *Professor of Biology and Head of Department*

LAWRENCE E. HART, D.M.A., *Professor of Music and Dean of the School of Music*

VANCE T. LITTLEJOHN, Ph.D., *Professor of Business Education and Head of Department*

ETHEL L. MARTUS, M.S., *Professor of Physical Education and Head of Department*

MEREB E. MOSSMAN, L.H.D., *Dean of the Faculty and Professor of Sociology*

DONALD W. RUSSELL, Ed.D., *Professor of Education*

The University of North Carolina at Chapel Hill

JAMES C. INGRAM, Ph.D., *Dean*

FREDERIC NEIL CLEAVELAND, Ph.D., *Professor of Political Science and Research Professor in the Institute of Research in Social Science and Chairman of the Department of Political Science. Term ending 1970.*

¹BERNARD GEORGE GREENBERG, Ph.D., *Professor of Biostatistics in the School of Public Health and Chairman of the Department of Biostatistics. Term ending 1971.*

GROVER CLEVELAND HUNTER, JR., B.A., D.D.S., M.S., *Professor of Periodontology and Oral Pathology and Chairman of the Department of Periodontology and Oral Pathology. Term ending 1970.*

J. LOGAN IRVIN, Ph.D., *Professor of Biochemistry and Nutrition and Chairman of the Department of Biochemistry and Nutrition. Term ending 1970.*

GEORGE SHERMAN LANE, Ph.D., *Kenan Professor of German. Term ending 1969.*

¹First Semester, 1967-1968.

²Second Semester, 1967-1968.

³On leave 1967-68. Replaced by Roy Raymond Kuebler, Jr., Ph.D., *Professor of Biostatistics in the School of Public Health.*

THE GRADUATE SCHOOL

MAURICE WENTWORTH LEE, Ph.D., *Professor of Business and Economics and Dean of the School of Business Administration.* Term ending 1969.

HARVEY EUGENE LEHMAN, Ph.D., *Professor of Zoology.* Term ending 1968.

GERHARD EUGENE LENSKI, Ph.D., *Professor of Sociology.* Term ending 1970.

¹EUGEN MERZBACHER, Ph.D., *Professor of Physics.* Term ending 1971.

JOSEPH CURTIS SLOANE, Ph.D., *Alumni Distinguished Professor of Art, Chairman of the Department of Art, and Director of the Ackland Memorial Art Center.* Term ending 1970.

ERNEST WILLIAM TALBERT, Ph.D., *Professor of English.* Term ending 1968.

²GEORGE VANDERBECK TAYLOR, Ph.D., *Professor of History.* Term ending 1971.

North Carolina State University at Raleigh

WALTER J. PETERSON, Ph.D., *Dean*

VERNON E. HOLT, Ph.D., *Assistant Dean*

ROBERT P. BURNS, M.Arch., *Associate Professor of Architecture and Head of Department.* Term ending March, 1971.

DAVID M. CATES, Ph.D., *Professor of Textile Chemistry and Assistant Director Chemical Research.* Term ending August, 1968.

WESLEY O. DOGETT, Ph.D., *Professor of Physics and Assistant Dean, School of Physical Sciences and Applied Mathematics.* Term ending September, 1971.

JOHN W. DUFFIELD, Ph.D., *Professor of Forestry.* Term ending September, 1969.

JAMES E. LEGATES, Ph.D., *William Neal Reynolds Distinguished Professor of Animal Science and Head of Animal Breeding Section.* Term ending March, 1969.

PATRICK H. McDONALD, Ph.D., *John W. Harrelson Professor of Engineering Mechanics and Head of Department.* Term ending January, 1969.

THURSTON J. MANN, Ph.D., *Professor of Genetics and Head of Department.* Term ending July, 1969.

HOWARD G. MILLER, Ph.D., *Professor of Psychology and Head of Department.* Term ending November, 1967.

¹On leave 1967-68. Replaced by William Frederick Little, Ph.D., *Professor of Chemistry and Chairman of the Department of Chemistry.*

²On leave fall semester, 1967. Replaced by Stephen Bartow Baxter, Ph.D., *Professor of History.*

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

H. M. NAHIKIAN, Ph.D., *Professor of Mathematics and Graduate Administrator*. Term ending November, 1970.

GEORGE W. POLAND, Ph.D., *Professor of Modern Languages and Head of Department*. Term ending January, 1968.

HENRY B. SMITH, Ph.D., *Associate Dean, School of Engineering*. Term ending October, 1969.

HERBERT E. SPEECE, *Professor of Mathematics, Professor of Mathematics and Science Education, and Head of Department*. Term ending November, 1971.

ACADEMIC AND ADMINISTRATIVE ORGANIZATION

The Graduate School of the University of North Carolina at Greensboro is authorized to conduct graduate study in the following departments and schools leading to the indicated degrees in areas of concentration as listed below:

DOCTOR OF EDUCATION

School of Education

- a. guidance and counseling
- b. educational administration and curriculum

Department of Health, Physical Education, and Recreation
physical education

DOCTOR OF PHILOSOPHY

Department of English

School of Home Economics

- a. child development and family relations
- b. clothing and textiles
- c. foods, nutrition, and institutional management
- d. housing and management
- e. home economics education

MASTER OF ARTS

Department of Biology

Department of Drama and Speech
speech pathology and audiology

Department of English

Department of History

Department of Psychology

Department of Romance Languages

French

School of Education

MASTER OF ARTS IN EDUCATION

School of Education

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MASTER OF ARTS IN TEACHING

- Joint programs with School of Education and
 - Department of Art
 - Department of Biology
 - Department of Business Education
 - Department of Chemistry
 - Department of English
 - Department of History
 - Department of Health, Physical Education, and Recreation
 - health education
 - physical education
 - Department of Physics
 - Department of Romance Languages
 - French
 - School of Music

MASTER OF EDUCATION

- Department of Art
- Department of Business Education
- Department of English
- Department of Drama and Speech
 - speech pathology and audiology
- Department of Health, Physical Education, and Recreation
 - health education
 - physical education
- Department of Mathematics
- Department of Physics
- Department of Romance Languages
 - French
- School of Education
 - a. curriculum and teaching—elementary and secondary
 - b. administration (1-year and 2-year)
 - c. supervision
 - d. guidance and counseling (1-year and 2-year)
 - e. school librarianship
 - f. educational research and evaluation
- School of Home Economics
 - home economics education
- School of Music
 - music education

MASTER OF FINE ARTS

- Department of Art
 - studio arts
- Department of Drama and Speech
 - drama
- Department of English
 - creative writing

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Department of Health, Physical Education, and Recreation
dance

School of Music
music composition

MASTER OF MUSIC

School of Music
applied music
theory-composition

MASTER OF SCIENCE

Department of Business Education
Department of Chemistry
Department of Physics
School of Home Economics
a. child development and family relations
b. clothing and textiles
c. foods, nutrition, and institutional management
d. home economics education
e. housing and management

MASTER OF SCIENCE IN BUSINESS EDUCATION

Department of Business Education

MASTER OF SCIENCE IN HOME ECONOMICS

School of Home Economics
a. child development and family relations
b. clothing and textiles
c. foods, nutrition, and institutional management
d. housing and management
e. home economics education

MASTER OF SCIENCE IN PHYSICAL EDUCATION

Department of Health, Physical Education, and Recreation
physical education

These areas and the Graduate School of the University of North Carolina at Greensboro as a whole are represented in and subject to the Graduate Executive Council of the Consolidated University of North Carolina. Fundamental policy and basic regulations are formulated by this Council and are reflected in regulations given here and in the graduate bulletin.

The administration of the Graduate School of the University of North Carolina at Greensboro is vested in the Graduate Administrative Board and the Dean of the Graduate School. The Board, headed by the Dean, transacts local graduate business within the framework of regulations

THE GRADUATE SCHOOL

established by the Graduate Executive Council of the Consolidated University of North Carolina. The Dean serves as admissions officer and performs through his office the customary duties.

Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and administered by the department or school concerned. These added standards are described in the graduate bulletin.

Inquiries concerning curricula, specific courses, assistantships, fellowships, and information peculiar to a field of study should be sent directly to the department or school concerned. General information may be obtained from the office of the Dean of the Graduate School.

GENERAL REGULATIONS

ADMISSION TO GRADUATE STUDY: For unconditional admission as a *graduate student* in a degree program, the applicant must hold a bachelor's degree from a recognized institution. The transcript must show an appropriate undergraduate major and satisfactory academic standing.

The average in the major or basic courses prerequisite to the area of proposed graduate study should be B or better. In cases of insufficient preparation or of other inadequacy of undergraduate work, prerequisite courses which do not carry graduate credit will be prescribed and must be satisfactorily completed before unconditional admission to a graduate degree program will be granted.

Before admission is granted to most degree programs, applicants must furnish a satisfactory score on the Aptitude Section of the Graduate Record Examination¹ or other authorized examination as indicated in the instructions supplied with the application materials. In all cases of admission, the Graduate School reserves the right to require a qualifying test score. Applicants planning to qualify for a public school Graduate Certificate in North Carolina must supply a satisfactory score on the National Teacher Examinations (Weighted Common Examinations). Currently the certification requirements of the North Carolina Department of Public Instruction include a minimum score set by that agency on the Weighted Common Examinations and the Teaching Area Examination if the latter is available.

Provisional admission may be granted to applicants who do not meet all the formal requirements or to applicants from nonaccredited institutions. For teachers in service or other students taking less than a full course load, credit to be applied toward a graduate degree will be limited to 12 semester hours earned while a student is in provisional admission status. Students in residence must remove all conditions before the beginning of the final semester in residence.

¹Information on this test, including application blank, may be obtained from the Counseling Center on this campus or by writing Educational Testing Service, Princeton, New Jersey.

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Applications for admission to the Graduate School, accompanied by full credentials in the form of transcripts of academic records, qualifying examination scores, and recommendations should be filed in the office of the Dean at least thirty days in advance of the term in which admission is sought.

Fully qualified applicants for graduate study who have not expressed their intention to pursue a degree program may be admitted in some cases as *unclassified graduate students*. The regulations and standards for admission applicable to degree students apply to unclassified graduate students.

Certain applicants who do not meet all requirements for admission to graduate study in a degree program but who hold all necessary prerequisites for specific courses may be admitted as *special graduate students*. Credits earned while in this status may not be applied toward a graduate degree.

Undergraduate students in the University of North Carolina at Greensboro who plan to undertake graduate study and who in the last semester of residence are required to take less than twelve semester hours of work to fulfill all requirements for the bachelor's degree may be allowed to enroll in certain courses for the purpose of obtaining graduate credit, provided approval is granted by the Dean of the Graduate School, the Associate Dean (academic counseling), and the student's major adviser. The total credit to be obtained in this status shall not exceed twelve semester hours including undergraduate credit. For credit to be applied toward a graduate degree, the student must be admitted to the Graduate School before the end of the semester in which the credit is earned.

Graduate students in good standing at other institutions are eligible to take courses as *visiting graduate students* in the Graduate School of the University of North Carolina at Greensboro upon recommendation of the Dean of the Graduate School in which they are regularly enrolled.

Detailed information on requirements for admission to graduate study may be requested from the Graduate School Office. Specific information on courses required for a degree or for certification should be requested from the major departments or schools.

HEALTH SERVICE: Before registration can be completed, each new student who plans to reside on campus and each new student planning to live off campus who will register for more than one course in a semester is required to send to the University Health Officer a medical history form, available from the Graduate Office, properly completed by his physician. A former student who has been approved for readmission and who has been away from the campus for a year or more is required to resubmit the medical form if he plans to enroll for more than one course.

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All students who live on campus are required to pay the health service fee. Nonresident students enrolled for more than six hours are also required to pay the health service fee unless they sign a waiver exempting them from this requirement. In either case the nonresident student must file the medical form if he takes more than one course. Students who waive payment of the medical fee and the use of the Infirmary but who come to the Infirmary for treatment will be charged standard local fees.

GRADUATE RESIDENCE CENTER: In cooperation with Asheville-Biltmore College, the Graduate School offers credit courses through the Graduate Residence Center on that campus. Twelve semester hours of approved degree credit may be earned through the Center. Application should be filed directly with the Registrar, Asheville-Biltmore College.

EXTENSION CREDIT: The regulations concerning admission to graduate study are applicable to students seeking graduate credit through extension courses. However, extension students need not apply for admission to the Graduate School until they plan to enroll in courses carrying residence credit. At that time credit earned in extension courses will be evaluated for possible acceptance toward a degree program. (See Residence and Time Limits under "Regulations Governing the Master's Program.")

All off-campus (except Graduate Residence Center) and TV courses are classified as "Extension"; all credit courses offered on campus are classified as "Residence." Credits gained in correspondence courses at any institution are not accepted.

UNIT OF ACADEMIC CREDIT: The unit of work is the semester hour, by which is meant one 50-minute lecture period or at least two such periods of laboratory or field work each week for a semester.

STUDENT LOADS: The minimum load for a full-time student is 9 semester hours; a normal full-time load is 12 semester hours. Students will not be permitted to register for more than 15 semester hours per semester in the regular sessions nor exceed one semester hour per week in the summer session. Graduate students holding full-time stipends are restricted to a maximum of 11 semester hours of course work per semester.

Under regulations of the North Carolina Department of Public Instruction, full-time teachers in service may not register for more than one course in any regular term.

GRADING SYMBOLS FOR GRADUATE COURSES: Graduate grades in all courses except thesis are reported as follows: A, superior; B, good; C, weak but acceptable for graduate credit; and F, failure. Grades on the thesis are reported as S, satisfactory, or U, unsatisfactory.

For the completion of a graduate degree program, an overall average of B or better is required; and an average of B or better must be achieved in the major concentration. In calculating the average, grades will be

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

counted in all courses attempted for graduate credit except thesis; but no more than six semester hours of credit evaluated as C may be applied toward the master's degree.

Students withdrawing formally from courses prior to the last date for withdrawing without penalty receive grades of W. For students withdrawing from courses after the last date for withdrawal without penalty, the following symbols are used: W, orderly withdrawal with permission of Graduate Dean and satisfactory status in course at time of withdrawal; WF, orderly withdrawal but in failing status at time of withdrawal. Students abandoning courses without establishing sufficient reason for withdrawal will be assigned grades of F.

The symbol I indicates failure to complete course requirements by the end of the term in which the course was offered. The I may be removed by completion of the deferred requirements within one calendar year from the last day of the term in which the course was offered. An I not so removed within the time limit automatically becomes an F.

In the case of a thesis in process, a grade of I will be recorded each semester of registration until completion of the thesis when a final grade will be assigned.

CONTINUING IN GRADUATE SCHOOL: Continued enrollment in the Graduate School is at all times subject to review of the student's academic record and of his actions with regard to morality and observance of University rules and regulations.

Under the following circumstances, students will automatically become ineligible to continue in Graduate School (1) when two grades of F are received in any courses; (2) when grades of C are received on twelve semester hours of courses; (3) when any grade of F is received in combination with nine semester hours of C grades; or (4) when the required B average for graduation is not achieved within a total number of semester hours that is twelve above the minimum required for the degree. A student who is dismissed for academic reasons will be eligible to reapply for admission on a provisional basis after two semesters or the equivalent, but only upon the recommendation of the department head and with the approval of the Graduate Dean.

HONOR POLICY: Under the honor policy, graduate students assume responsibility. This responsibility, evolving from a sense of personal honor, includes:

- A. Exerting oneself to the utmost to make the high ideals of honor prevail at the University; and
- B. Upholding the general standards of the University and the principles for which it stands. An underlying assumption is that graduate students are mature and responsible members of the student body and shall conduct themselves as such.

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Falsifying, cheating (which includes plagiarism), and stealing are considered to be honor violations. Also, taking a book, periodical, or any other material from the Library or to any part of the Library without leaving a record or first obtaining permission from a member of the Library staff is a violation of the Honor Policy.

- A. A student should report himself for any honor violation.
- B. A student should encourage an honor offender to report himself; but upon the offender's failure to do so, the student should then report the offender.

University policy, approved by the Executive Committee of the Board of Trustees of the University of North Carolina guarantees to every student "the right of due process and fair hearing, the presumption of innocence until found guilty, the right to know the evidence and to face witnesses testifying against him, and the right to such advice and assistance in his own defense as may be allowable under the regulations of the institution as approved by the faculty and Chancellor. In those instances where the denial of any of these procedural rights is alleged, it shall be the duty of the President to review the proceedings."

Violations of the honor policy may be reported to any member of the Graduate Faculty who will in turn report the violation to the Graduate Dean, or violations may be reported directly to the Dean. Responsibility for hearing and determination of administrative action in each instance shall be delegated to a committee appointed by the Chancellor. In the event the violation involves an offense in which undergraduate students may be directly involved, such as cheating in a 500 course, the committee shall consist of one undergraduate student, one graduate student, two members of the Graduate Faculty, and the Graduate Dean as *ex-officio* member. In the event the alleged offense does not involve undergraduate students, the place of the undergraduate student member shall be filled by a second graduate student member.

COMMENCEMENT: Degrees are awarded only on the date of commencement exercises following the completion of all requirements for the degree. Attendance at commencement is required of all graduating students unless individually excused by the Graduate Dean.

ADDITIONAL REGULATIONS: Additional rules, regulations, and standards peculiar to each of the areas of graduate study are established and administered by the department or school concerned. These added standards appear in the appropriate sections of the graduate catalog. The prospective student should read such sections with care.

REGULATIONS GOVERNING THE MASTER'S DEGREE

RESIDENCE AND TIME LIMITS: The master's curriculum, including the thesis, must be completed within six calendar years, beginning with the date the student commences courses carrying graduate degree credit applicable on his program.

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Credit for graduate work to be applied in satisfaction of requirements for the master's degree, not to exceed six semester hours, may be transferred from regionally accredited graduate institutions. Such transfer must be recommended by the head of the department in which the student does his major work and is subject to the approval of the Graduate Dean. In some of the curricula, the student is encouraged to do a portion of his work at North Carolina State University at Raleigh or at the University of North Carolina at Chapel Hill. The student must secure approval from his major adviser and the Graduate Dean in advance of registration at other units. Extension credit may be accepted in certain departments; but no more than six semester hours of credit toward a graduate degree may be gained through extension courses, and this credit must be earned through the Consolidated University of North Carolina with a grade of B or better. In general, however, not less than two-thirds of the total program for the master's degree must be completed in residence courses at the University of North Carolina at Greensboro. A total of 12 semester hours may be earned through the Graduate Residence Center at Asheville-Biltmore College.

GRADUATE HOURS REQUIRED FOR THE MASTER'S DEGREE: The course hour requirements vary with the graduate degree sought, *viz.*, Master of Fine Arts, thirty-six semester hours of which twenty-four must be in a major field and six to twelve in a related minor; Master of Education, thirty-two semester hours of which twenty must be in a major field, six in a minor, and six in a variable which may fall within the major or minor fields or in a related department; Master of Science, thirty semester hours including a major and a possible minor of variable length.

In general, the Master of Arts degree programs require a minimum of thirty semester hours. In English, French, and history eighteen to twenty-one hours constitute the major, and the remainder of nine to twelve hours are in a related minor. The program in psychology requires a major of twenty-four hours and an additional six hours in either psychology or related subject areas. The program in biology requires a minimum of thirty semester hours in the major department. In education the Master of Arts degree consists of twenty-four semester hours in the major and twelve hours in a related minor.

In all programs, at least one-half of the work credited toward the degree must be in courses at the 600 level.

RESPONSIBILITY FOR PLANNING PROGRAMS: The program of each student shall be planned with the assistance of an adviser appointed by the dean or department head with the approval of the Graduate Dean. The adviser is charged with the responsibility of interpreting departmental requirements for the student in the light of particular needs of the student and arranging an orderly sequence of activities in progress toward the anticipated degree.

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REQUIRED SKILLS: For all master's degrees except the Master of Arts in Teaching, the Master of Education, the Master of Fine Arts, and the Master of Music, the student must acquire an appropriate skill prior to making application for admission to candidacy. This may be a reading knowledge of a modern foreign language or, under certain circumstances, the fundamentals of statistics.

When the required skill is a foreign language, this knowledge will be tested by a special examination given on this campus by the language department concerned. This requirement may also be met by submitting a satisfactory score on one of the Foreign Language Tests for Graduate Students administered by Educational Testing Service, Princeton, New Jersey. Foreign students whose native language is not English, who are seeking a master's degree in which a reading knowledge of a modern foreign language is required, may not offer their native language in satisfaction of this requirement. They may offer a reading knowledge of any other approved modern foreign language, including English.

When the required skill is statistics, this knowledge will be tested by special examinations given by the designated department of the University of North Carolina at Greensboro.

ADMISSION TO CANDIDACY: Admission to the Graduate School is not tantamount to admission to candidacy for a graduate degree. The purpose of the requirement of admission to candidacy is to permit the department concerned and the Graduate Administrative Board, after having course experience with the student, to attest his eligibility to continue with work toward a degree.

Formal application for admission to candidacy must be submitted to the Graduate Administrative Board on forms which are supplied by the Graduate School Office. This application may not be filed earlier than the first week of the second semester of residence, or, in the case of students taking less than a full load, before ten hours of course work have been completed, including at least six hours in the major department. This application must be submitted at least three months before the degree is to be conferred or, in the case of students taking less than a full load, no later than upon the completion of 16 hours of credit toward the degree. Admission is conditional upon: (a) the removal of all entrance conditions; (b) competence in the use of the appropriate skill, where required; (c) quality of the graduate work already completed; and (d) satisfaction of special requirements of the department concerned.

WRITTEN EXAMINATION ON THE MAJOR FIELD: The written examination on the field of the major is set by the department concerned and may be scheduled at any convenient time after two-thirds of the course work has been completed. Admission to candidacy must be granted to the student prior to the written examination.

ORAL EXAMINATION: The oral examination is conducted by a special committee appointed by the Graduate Dean, including the thesis adviser as chairman, another representative of the major department, a representative of the minor department (if any), and one member of the Graduate Faculty other than a member of the departments in which the major and minor subjects are offered. Although the examination may cover the entire graduate program of the student, the primary objective is to provide opportunity for the defense of the thesis. No oral examination is required of candidates for the Master of Education degree, except in Physical Education and Music Education.

THESIS: A thesis plan endorsed by the chairman of the student's thesis committee must be filed in the Graduate School Office at least one semester prior to the time the degree is expected to be awarded. The thesis must conform to rules established by the Graduate Administrative Board in the University "Guide to Thesis Writing." Copies of the manual may be obtained from the Graduate School Office. Three unbound copies of the thesis together with four copies of the abstract of the thesis must be filed in the Graduate School Office at least two weeks prior to the date the degree is expected. An abstract must accompany the thesis. No thesis is required of candidates for the Master of Education degree, except that a thesis may be required in the Music Education major.

In the Master of Fine Arts degree program, the thesis shall consist of a creative work on the professional level and of technical merit. A scholarly paper may be required giving the background of sources, historical influences, technical processes, or compositional problems essential to the interpretation of the work.

REGULATIONS GOVERNING THE DEGREE OF DOCTOR OF PHILOSOPHY

GENERAL: The degree of Doctor of Philosophy is conferred only upon those who have completed, with high distinction, a prescribed period of intensive study and investigation in a single field of learning. Candidates must master methods of study in the chosen field and demonstrate familiarity with what has been done and with the potentialities and opportunities for further progress in the field. They must also demonstrate capacity for original and independent study or creative work and must present evidence of such investigation in a scholarly dissertation.

ADMISSION TO GRADUATE SCHOOL: The requirements for admission to a doctoral program are the same as those stated for admission to the Master of Arts or Master of Science degrees, but admission to the doctoral program is distinct and separate from any previous admission to the Graduate School.

RESIDENCE: A minimum of six full semesters of work beyond the bachelor's degree is required for the Doctor of Philosophy degree. In some

THE GRADUATE SCHOOL

instances work done in other institutions outside the Consolidated University may be counted toward the degree, particularly work culminating in a master's degree from a regionally accredited institution and representing an appropriate area of study. If the student proposes the transfer of credit from another recognized graduate school, the work for which he received the credit must also be covered by the preliminary examination and the transfer must be recommended by the advisory committee before the Graduate School will credit the work in the student's doctoral program.

Under no circumstances will the degree be awarded until the student has been in full residence at the Graduate School of the University of North Carolina at Greensboro for at least two consecutive semesters (a minimum of nine semester hours per semester). Unless specifically recommended by the department and approved in advance of such study by the Graduate Administrative Board, this minimum residence must be served at the Greensboro campus.

ADVISORY COMMITTEE: Each prospective doctoral student, with the advice and approval of the head of his school or department, should select a major professor to act as the chairman of his advisory committee and to direct his research. An advisory committee of three to five members will be appointed from the permanent Graduate Faculty of the University of North Carolina at Greensboro and must include at least one member from the major department and one from the minor area or areas, and may include one from a field related to the student's major interest from the Graduate Faculty of another branch of the Consolidated University. Other members may be drawn from any of the above categories or from the Graduate Faculty at large.

The composition of the committee must be mutually acceptable to the student and all committee members. Committee appointments to advisory committees are made by the Graduate Dean upon recommendation of the major department head or dean.

PLAN OF STUDY: A plan of study for the doctoral degree should be outlined by the student and his advisory committee at the earliest practicable time following admission of the student to the Graduate School, preferably at the end of the first semester of residence or not later than the completion of twelve credit hours. The plan should indicate the major and minor fields of study, the specific courses the student is expected to complete and all specific core, seminar, language, and research requirements of the major department. A record of all graduate work the student has taken must accompany the proposed program. It is at this time that the advisory committee evaluates the student's qualifications to be recommended for further study in the Graduate School, further preparation for such study, or discontinuation. The committee may propose prerequisite course work to be taken if the advisory committee believes the student shows weaknesses that might be corrected by additional formal study.

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The plan of study must be submitted to the Graduate Dean for approval.

The Dean reserves the right to refer any or all plans of study to the Graduate Administrative Board for review and recommendations.

Copies of the approved plan of study must be filed in the student's permanent folder in the Graduate School Office, in the department files, with the chairman and each member of the advisory committee, and with the student. Any subsequent changes in the plan of graduate work or in the subject of the dissertation must be reported to the Graduate School for approval.

LANGUAGE EXAMINATIONS: In addition to demonstrating competence in English, each candidate for the Doctor of Philosophy degree must show a reading knowledge of two modern foreign languages pertinent to and relevant to the student's major area of study. The languages used to satisfy this requirement must be approved by the student's major adviser and must be from among those languages approved by the Graduate Administrative Board. French, German, and Spanish are the languages most frequently used. Proficiency in languages is determined by the appropriate language department on the basis of a written examination embracing literature in the major area. Satisfactory performance on Foreign Language Tests for Graduate Students administered by Educational Testing Service, Princeton, New Jersey, or Berkeley, California, may be submitted in satisfaction of this requirement. Otherwise, the language requirements must be passed on this campus prior to the preliminary examinations and prior to admission to candidacy.

A student whose native tongue is some language other than English may use English as one of the languages required for the Doctor of Philosophy degree. When English is submitted in partial fulfillment of the language requirements, the native language may not be used to satisfy the language requirements. Examinations in English will be given by the English Department of the University of North Carolina at Greensboro, and a statement certifying the candidate's proficiency in English must be filed in the Graduate School Office before the preliminary examinations may be taken.

The candidate must register to take the examination at the main office of the language department concerned during the specified period in the semester during which he wants to take the examination. Dates of administration of the tests are given in the calendar of the Graduate School, and special announcements are posted by the language departments.

PRELIMINARY EXAMINATIONS: Each doctoral student is required to pass the doctoral preliminary examination which consists of both a written and an oral examination. The written part is scheduled and prepared by the dissertation adviser with the assistance of the advisory committee. The questions may cover any phase of the course work taken by the student

THE GRADUATE SCHOOL

during the period of his graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study.

The oral part of the preliminary examination should normally be scheduled within one month following the written. Official notification of the oral is sent by the Graduate School. In the oral examination the student is expected to use his knowledge with accuracy and promptness and to demonstrate his ability to think beyond the facts learned in formal course work.

If the advisory committee has fewer than five members, additional Graduate Faculty members must be appointed by the Graduate Dean to bring the number to at least five for the purpose of holding the preliminary oral examination. One member of the examining committee must come from the Graduate Faculty at large, representing the Graduate School. Unanimous approval is required for passing the preliminary examination. Approval may be conditional, however, upon the completion of additional work as may be required by the committee. However, if the student does not pass the preliminary examination, at least one semester must elapse before re-examination is permitted.

A student is not eligible to take the preliminary examination until he has removed any provisions or special conditions which may have been attached to his admission, completed all of the course requirements in both the major and minor areas or be in the last semester of his course work, passed both foreign languages, and completed any requirements in the research skill.

ADMISSION TO CANDIDACY: Before applying for admission to candidacy for the degree of Doctor of Philosophy, the student must have met any special conditions that may have been attached to his admission, completed all major and minor required courses, passed the preliminary written and oral examinations, filed at the Graduate School a dissertation research problem or project outline which has been approved by his dissertation adviser and advisory committee, and satisfied language and any skill requirements. The student makes formal application at the Graduate School Office and is admitted to candidacy by action of the Graduate Administrative Board.

THE DISSERTATION: The dissertation is the product of a thorough investigation of a basic and significant problem or question within the major area of study. An appropriate plan of attack and procedures must be developed and executed by the student under the general guidance of the chairman of the advisory committee. The dissertation requirement is designed to teach and test the capacities of originality and generalization in the candidate. It should foster and attest to the emergence of the love of learning in the candidate, ability in scientific inquiry, an understanding and mastery of the techniques of scholarship, and the art of exposition within the field of specialization.

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The dissertation must be presented, in three typewritten copies, at least four weeks before the time at which the candidate expects his degree and at least one week prior to the final oral examination. It must comply with the rules for dissertation prescribed by the Graduate Administrative Board in the "Guide to Thesis and Dissertation Writing." Four copies of an abstract, no longer than 600 words, must also be supplied. The advisory committee, with such other professors as may be appointed by the Dean, shall examine the dissertation, and no dissertation shall be accepted unless it secures the unanimous vote of the advisory committee.

Publication of the dissertation by means of microfilming is required by the Graduate School. The expense of microfilming is generally borne by the candidate.

FINAL ORAL EXAMINATION: The doctoral candidate who has completed successfully all other requirements for the degree will be scheduled by the Dean of the Graduate School, on the recommendation of the candidate's advisory committee, to take a final oral examination. This examination is open to all members of the Graduate Faculty who may wish to attend. The final oral examination is administered by the advisory committee augmented, if necessary, by additional members appointed by the Graduate Dean to bring the total number to at least five. One member of the examining committee must come from the Graduate Faculty at large, representing the Graduate School. The examination is related to a large extent to the dissertation but may include topics from the entire field of study of the candidate, including courses taken here and elsewhere. The results of the examination are to be reported to the Dean of the Graduate School.

TIME LIMITATIONS: The student must complete all requirements for the Doctor of Philosophy degree within ten calendar years from the date of his first enrollment for study following admission to the doctoral program.

REGULATIONS GOVERNING THE DEGREE OF DOCTOR OF EDUCATION

The major premise of this program is that the Doctor of Education degree is an all-University degree. This places significant responsibility on the academic schools and departments to combine their efforts with the School of Education, to the end that the doctoral student receives depth in subject matter as well as professional development. Therefore, the program is purposely flexible, allowing each candidate to develop under careful advisement a course of study best suited to this ability, personality, experience, and major professional goal. It is expected that each candidate will make a significant contribution through the medium of research culminating in a scholarly dissertation.

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Admission Requirements

Admission to the doctoral program is distinct and separate from any previous admission to the Graduate School.

1. A master's degree from a recognized graduate school or a minimum of thirty semester hours of appropriate graduate work completed with at least an overall B average.
2. A minimum of two years of successful professional or equally applicable experience.
3. Three letters of recommendation are required. Two of these should be from people who can attest to the applicant's scholastic ability to succeed in an advanced degree program.
4. All applicants must submit scores on (a) the Graduate Record Examination (Aptitude Test) or (b) the National Teacher Examinations and the Miller Analogies Test.
5. The applicant may be requested to have an interview with members of the Graduate Faculty.
6. Final approval of the applicant by the Doctoral Committee and the Dean of the Graduate School.
7. Following admission and upon recommendation of the dean or department head, the Dean of the Graduate School will appoint an advisory committee consisting of at least three graduate professors representing appropriate schools or departments, whose duty it will be to advise the student throughout his degree program.

General Requirements for the Degree

1. Two years of study beyond the master's degree level (the equivalent of approximately sixty semester hours).
 - a. A professional concentration ranging from 18 to 30 semester hours.
 - b. An academic concentration ranging from 18 to 30 semester hours.
 - c. Research competency: 9-12 semester hours.¹
(The range of semester hours in the areas of concentration allows the student's program to be carefully planned to best fit his particular professional and academic needs.)
 - d. A reading knowledge of one appropriate modern foreign language. The language must be approved by the Doctoral Committee and the Graduate Dean. Proficiency in the language is determined by the appropriate language department. This requirement must be met prior to admission to degree candidacy.

¹Research competency: (9-12 semester hours).

*Ed. 699 Research Seminar or P.Ed. 611 Introduction to Research 3

Ed. 611 Thesis Seminar or P.Ed. 612 Research Seminar 3

*Psych. 510 Statistics in Behavioral Science Research or

Ed. 671 Statistical Methods in Education 3

Psych. 511 Experimental Design in the Behavioral Sciences 3

*Required.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

2. Approval of a tentative program of study by the student's advisory committee and the Dean of the Graduate School.
3. A minimum of two semesters of continuous full-time residence at the University of North Carolina at Greensboro (a minimum of nine semester hours per semester).
4. The completion of the research competency by the end of thirty semester hours.
5. Written qualifying examination covering the first half of the degree program (30 hours).
6. Admission to degree candidacy at the end of thirty semester hours.
7. Approval of the dissertation plan by the candidate's advisory committee, the Graduate Faculty of the major school or department, and the Dean of the Graduate School after admission to degree candidacy.
8. Completion of the dissertation and remaining course work.
9. Written examination on the entire degree program, with particular emphasis on the candidate's area of specialization.
10. An oral examination in defense of the dissertation.

Specific Stipulations

1. All degree requirements must be met in a period of seven calendar years.
2. A maximum of eighteen semester hours may be accepted in transfer from other accredited graduate schools. (In the case of a student who has completed a sixth year program at an accredited graduate school, or who has completed in excess of eighteen semester hours on a sixth year or post-master's program, the case will be reviewed by the student's advisory committee and the Dean of the Graduate School. In no case will more than twenty-four semester hours be accepted in transfer.)
3. Grades in all courses must be B or better.
4. A maximum of fifteen semester hours of Independent Study may be included in the candidate's program.

Areas of Concentration

Within the framework of the Doctor of Education degree, three areas of concentration are possible.

1. *Guidance and Counseling.* Designed for students who plan to develop an area of specialization such as (a) public school counselor, (b) public school director of guidance, (c) college counselor, (d) dean of students.
2. *Educational Administration and Curriculum.* Designed for students who plan to develop an area of specialization such as principal, assistant superintendent, superintendent, or curriculum coordinator.

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3. *Physical Education.* Designed essentially for students who plan to teach on the college level, for city and county supervisors, and for administrators of physical education.

The program to prepare or professionally develop the student is planned under careful advisement and will be related to state certification requirements and to the student's professional background and needs.

TUITION AND FEES

The University reserves the right to make changes in charges for tuition and fees without advance notice.

All tuition and fees are due on the day of registration. Payment of fees is a prerequisite to completion of registration.

Residence requirements for tuition purposes, as outlined beginning on page . . . , are the same for Graduate School. If any student or prospective student is in doubt concerning his residence status, he must state his case in writing to the Dean of the Graduate School. A student who becomes eligible for a change in classification, whether from out-of-state to in-state or the reverse, must inform the Graduate Office of this circumstance in writing.

1. *Tuition and Fees—Regular Graduate Students*

Regular graduate students are defined as those for whom study is the primary activity. In recognition of the fact that research, writing, and performance of assigned duties under assistantships often dictate the need for a reduced schedule of formal instruction by *regular* graduate students, provision is made whereby those scheduling less than 10 credit hours are permitted to pay tuition and academic fees at proportionately less than the maximum rates. The rates per semester are as follows:

<i>Fees (All Students)</i>			<i>Tuition</i>		<i>Total</i>	
<i>Cr. Hrs.</i>	<i>Aca- demic</i>	<i>Activi- ties¹</i>	<i>In-State</i>	<i>Out-of- State</i>	<i>In-State</i>	<i>Out-of- State</i>
7	\$28.00	\$29.00	\$63.00	\$262.50	\$120.00	\$319.50
8	32.00	29.00	72.00	300.00	133.00	361.00
9	36.00	29.00	81.00	337.50	146.00	402.50
Over 9	40.50	29.00	87.50	350.00	157.00	419.50

¹The Activities Fee includes the use of the Student Union, the Recreation Center, the swimming pool, and admission to inter-collegiate athletic events. It does not include the student activities fee for campus organizations nor the lecture-entertainment series. A fee of \$5.00 per semester entitles either a regular or incidental student to admission to the lecture-entertainment series, University Theatre, and movies.

Graduate students enrolled in the Master of Arts in Teaching degree program who do not reside on campus have the option of paying the regular Activities Fee if they are scheduled for less than seven semester hours of course work on campus (specifically excluding internship teaching credit hours). If the election is made to pay the fee, the services supported by this fee will be available. Otherwise, they will not be.

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2. Tuition and Fees—Incidental Graduate Students

Incidental graduate students are defined as those for whom study represents an activity secondary to a full-time occupation, who do not reside on campus, and who take no more than two courses nor six credit hours of academic work during a semester. Such students pay tuition at the rate of \$9 per credit hour of instruction (\$37.50 for *out-of-state* students), plus an academic fee of \$5 per semester regardless of the number of hours scheduled. *Incidental* students are exempt from the *activities fee*. The rates per semester are as follows:

Fees (All Students)			Tuition	Total	
Cr. Hrs.	Academic	In-State	Out-of-State		
1	\$5.00	\$ 9.00	\$ 37.50	\$14.00	\$ 42.50
2	5.00	18.00	75.00	23.00	80.00
3	5.00	27.00	112.50	32.00	117.50
4	5.00	36.00	150.00	41.00	155.00
5	5.00	45.00	187.50	50.00	192.50
6	5.00	54.00	225.00	59.00	230.00

3. Residence on Campus

The cost of room, board, laundry, and medical services of women students living on campus is \$360.50 per semester; the cost for men students is \$370.50.

4. Entertainment Series Subscription (Optional)

A fee of \$5.00 per semester entitles either *regular* or *incidental* students to admission to events in the lecture-entertainment series.

5. Health Service

All students who live on campus are required to pay the health service fee of \$28.00 per semester. Nonresident students enrolled for more than six hours are also required to pay the health service fee of \$28.00 unless they sign a waiver exempting them from this requirement. In either case the nonresident student must file the medical form if he takes more than one course. Students who waive payment of the medical fee and the use of the Infirmary but who use the Infirmary for treatment will be charged standard local fees.

6. Graduate students who are doing noncredit thesis work on campus must register and pay a tuition fee of \$10 in addition to the academic fee of \$5.

Special fees, as described beginning on page 31, are the same for graduate students. See graduate catalog for further information.

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FINANCIAL ASSISTANCE

A limited number of graduate assistantships, research fellowships, and teaching fellowships are awarded by the Graduate School upon recommendation of the departments. Application for one of these service awards should be made by letter addressed to the major department. Stipends for full-time appointments begin at \$1,800 and \$2,000 for assistantships at the master's and doctoral levels respectively, and \$2,000 and \$2,500 respectively for fellowships.

Out-of-state students who receive a graduate stipend will be charged tuition at the staff rate, currently the same as the in-state rate and amounting to a waiver of \$525 for nine months.

The nonservice Consolidated University Fellowship, having a minimum value of \$1,000 for a first year of graduate study, is awarded annually to an outstanding senior at this institution who is planning to enter graduate study at the University of North Carolina at Chapel Hill. Application for this award should be made by letter to the Graduate School of the University of North Carolina at Greensboro and should be supported by the undergraduate transcript, the Aptitude Section of the Graduate Record Examination, and three letters of recommendation from the faculty.

SUMMER SESSION

The University operates a Summer Session of two six-week terms. Classes are organized on a two-, four-, or six-week basis, enabling students to carry on a program of studies in the various departments best suited to their summer needs. Courses are open to graduate students desiring credit on their advanced degree programs or renewal of their teaching certificates. When possible to do so, students may carry any combination of two-, four-, or six-week courses as long as they do not carry a load of more than one credit hour per week. Special workshops and conferences enrich the opportunities for summer session study.

Graduate students contemplating the continuation of their study during the summer, or initiating summer work, should make application to the Graduate School at Greensboro and apply for summer study through the office of the Director of the Summer Session.

EXTENSION DIVISION

The University of North Carolina at Greensboro desires to render aid to teachers in service by arranging for courses for credit toward a degree or certificate and to offer to them and to other citizens of the state cultural and professional courses. The state does not provide this service except as it may be self-supporting; but afternoon or evening courses can be arranged on or off campus at a minimum cost. Television courses are also offered for credit. Lecture series and individual lectures by members of the faculty can be arranged.

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Most extension courses are offered at the graduate level. Properly admitted students may count up to six hours gained in extension toward the master's degree with approval of courses by their departmental advisers. No more than six semester hours of extension credit will be applied to a graduate degree program. This credit must be earned through the Consolidated University of North Carolina and must not be below a grade of B.

Although admission to extension courses is the responsibility of the Director of Extension, *graduate* credit can be obtained only by students admitted to graduate status by the Graduate Dean. *Only students holding graduate degrees and those who are in graduate degree programs* must apply for admission to the Graduate School if they wish extension credit at the graduate level.

Credit for *all other students* will be recorded as extension credit only and will *not* be recorded as graduate credit until the student is admitted for residence graduate credit. At that time full admission requirements must be met and extension credit, if acceptable to the major department, will be applied to a graduate degree if it is appropriate to the student's program and if it is earned with a grade of B or better.

A series of conferences, usually concentrated in the summer, are held on the campus. These conferences are planned as a service to the state and particularly to those persons who may participate in them. Inquiries about the program of the Extension Division should be addressed to the Director of Extension, University of North Carolina at Greensboro, Greensboro, N. C. 27412.

THE RESEARCH COUNCIL OF THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

An integral part of graduate study derives from original research and the methods of scholarly investigation. The Research Council, made up of appointed members of the faculty with the Dean of the Graduate School as chairman, has among its functions the stimulation of research by members of the faculty.

A fund is made available by the General Assembly in aid of research and creative work by members of the teaching faculty. This fund is administered by the Research Council. A variety of research proposals, representing many different departments, has been materially supported by grants-in-aid awarded by the Council.

PART IX.

Statistical Summaries



IX. STATISTICAL SUMMARIES

ENROLLMENT SUMMARY FOR THE FALL SEMESTER 1966

Seniors	654
Juniors	837
Sophomores	1161
Freshmen	1187
Commercials	111
Nursing Education	39
Graduates	851
Specials	90
<hr/>	
Total	4930
Extension	460
<hr/>	
Total Collegiate Enrollment	5390
Other Enrollments	
Curry School	390
Kindergarten and Nursery School	66
<hr/>	
Total Enrollment Fall 1966	5846

SUMMER SCHOOL 1966

Summer Session—First Six Weeks	1797
Second Six Weeks	823
<hr/>	
Total	2620
Extension—Summer 1966	640
<hr/>	
Total	3260

SUMMARY OF EARNED DEGREES AND CERTIFICATES GRANTED AT UNC-G ON JUNE 4, 1967

Source: Commencement Program for the 75th Annual Commencement

Doctor of Philosophy	2
Master of Arts	14
Master of Education	124
Master of Science	3
Master of Science in Home Economics	14
Master of Fine Arts	17
Master of Music	7
Master of Science in Physical Education	6
<hr/>	
TOTAL GRADUATE DEGREES	187

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

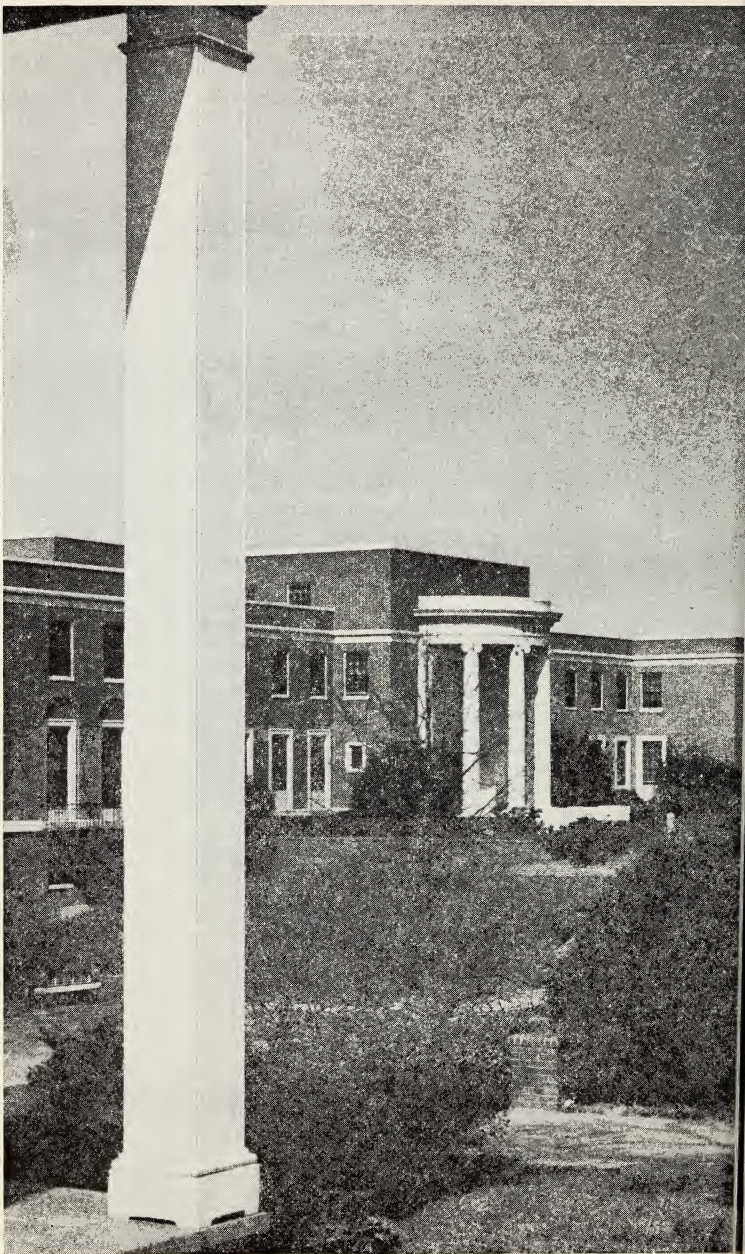
Bachelor of Arts	437
Art	6
Biology	30
Chemistry	5
Drama and Speech	17
Economics and Business Administration	12
Elementary Education	87
English	81
French	15
Geography	2
German	1
Greek	1
History and Political Science	54
Laboratory Technician	*
Mathematics	50
Music	1
Philosophy	1
Physics	1
Psychology	23
Recreation	3
Sociology and Anthropology	36
Spanish	11
Bachelor of Science in Home Economics	76
Bachelor of Science in Medical Technology	3**
Bachelor of Science in Nursing	2
Bachelor of Science in Physical Education	14
Bachelor of Science in Secretarial Administration	57
Bachelor of Fine Arts	24
Bachelor of Music	21
<hr/>	
TOTAL BACHELOR DEGREES	634
TOTAL EARNED DEGREES	821
Commercial Certificates	85
Associate in Applied Science	32
TOTAL EARNED DEGREES AND CERTIFICATES ...	938

*Reported as biology and chemistry majors.

**3 candidates to complete practicum in October 1967.

PART X.

Organization



X. ORGANIZATION

BOARD OF TRUSTEES OF THE UNIVERSITY OF NORTH CAROLINA

EXECUTIVE COMMITTEE OF THE BOARD OF TRUSTEES

DAN MOORE, Governor, *Chairman ex officio*, Raleigh

ARCH TURNER ALLEN, *Secretary*, Raleigh

LUTHER HAMILTON, GEORGE WATTS HILL, RUDOLPH I. MINTZ, LENOX G. COOPER, ARCHIE K. DAVIS, MRS. L. RICHARDSON PREYER, W. FRANK TAYLOR, THOMAS J. WHITE, JR., J. SHELTON WICKER, WADE BARBER, VICTOR S. BRYANT, MRS. JOHN G. BURGWIN, MRS. A. H. LATHROP, REID A. MAYNARD, WALTER L. SMITH.

MEMBERS OF THE BOARD OF TRUSTEES

DAN MOORE, Governor, Chairman, *ex officio*

CHARLES F. CARROLL, State Superintendent of Public Instruction, *ex officio*

ARCH TURNER ALLEN, *Secretary*

ANN HOUGHTALING, *Assistant Secretary*

HONORARY LIFETIME MEMBERS

JOHN W. CLARK, Franklinville, North Carolina

FRANK P. GRAHAM, Chapel Hill, North Carolina

GORDON GRAY, Washington, D. C.

LUTHER H. HODGES, Chapel Hill, North Carolina

TERRY SANFORD, Fayetteville, North Carolina

JOHN W. UMSTEAD, JR., Chapel Hill, North Carolina

Term Expires April 1, 1969

WADE BARBER	Pittsboro	Chatham
GRAHAM W. BELL	Fayetteville	Cumberland
VICTOR S. BRYANT	Durham	Durham
HENRY A. FOSCUE	High Point	Guilford
LUTHER HAMILTON	Morehead City	Carteret
W. C. HARRIS, JR.	Raleigh	Wake
W. A. JOHNSON	Lillington	Harnett
ROBERT B. JORDAN, III	Mount Gilead	Montgomery
MRS. J. B. KITTRELL	Greenville	Pitt
J. HANES LASSITER	Charlotte	Mecklenburg

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JOHN LASSITER	Smithfield	Johnston
JOHN VAN LINDLEY	Greensboro	Guilford
R. WALKER MARTIN	Raleigh	Davidson
C. KNOX MASSEY	Durham	Durham
REID A. MAYNARD	Burlington	Alamance
WILLIAM C. MEDFORD	Waynesville	Haywood
WILLIAM G. REID	Pilot Mountain	Surry
A. ALEX SHUFORD	Hickory	Catawba
B. ATWOOD SKINNER	Wilson	Wilson
WALTER L. SMITH	Charlotte	Mecklenburg
DR. L. H. SWINDELL	Washington	Beaufort
BEN C. TROTTER	Leaksville	Rockingham
OSCAR C. VATZ	Fayetteville	Cumberland
J. SHELTON WICKER	Sanford	Lee
FRED L. WILSON	Kannapolis	Cabarrus

Term Expires April 1, 1971

WYATT R. AYDLETT	Elizabeth City	Pasquotank
IRWIN BELK	Charlotte	Mecklenburg
MRS. MEBANE H. BURGWIN	Jackson	Northampton
SAM N. CLARK, JR.	Tarboro	Edgecombe
T. J. COLLIER	Bayboro	Pamlico
ARCHIE K. DAVIS	Winston-Salem	Forsyth
JAMES C. FARTHING	Lenoir	Caldwell
DR. DOROTHY GLENN	Gastonia	Gaston
GEORGE WATTS HILL	Chapel Hill	Orange
MRS. J. HENRY HILL, JR.	Hickory	Catawba
THOMAS H. LEATH	Rockingham	Richmond
W. J. LUPTON	Swan Quarter	Hyde
THOMAS MCKNIGHT	Troutman	Iredell
D. L. MCMICHAEL	Madison	Rockingham
R. D. MCMILLAN, JR.	Red Springs	Robeson
RUDOLPH I. MINTZ	Wilmington	New Hanover
THOMAS O. MOORE	Winston-Salem	Forsyth
ASHLEY M. MURPHY	Atkinson	Pender
DOUGLAS M. ROBINSON	Mars Hill	Madison
R. GLENN STOVALL	Roxboro	Person
DR. DAVID T. TAYLOE	Washington	Beaufort
C. M. VANSTORY, JR.	Greensboro	Guilford
CARL V. VENTERS	Jacksonville	Onslow
HENRY WEIL	Goldsboro	Wayne
GEORGE M. WOOD	Camden	Camden

TRUSTEES

Term Expires April 1, 1973

FRED F. BAHNSON, JR.	Winston-Salem	Forsyth
LENOX G. COOPER	Wilmington	New Hanover
J. M. COUNCIL, JR.	Wananish	Columbus
W. LUNSFORD CREW	Roanoke Rapids	Halifax
E. M. FENNELL	Hickory	Catawba
MRS. GEORGE A. FERGUSON	Leaksville	Guilford
DR. AMOS JOHNSON	Garland	Sampson
MRS. ALBERT H. LATHROP	Asheville	Buncombe
LARRY I. MOORE	Wilson	Wilson
WILLIAM KREISLER NEAL	Roanoke Rapids	Halifax
ARTHUR I. PARK	Oxford	Granville
JOHN AARON PREVOST	Hazelwood	Haywood
MRS. L. RICHARDSON PREYER	Greensboro	Guilford
ADDISON H. REESE	Charlotte	Mecklenburg
T. L. RICHIE	Marion	McDowell
H. L. RIDDLE, JR.	Morganton	Burke
ROY ROWE	Burgaw	Pender
J. BRANTLEY SPEIGHT	Winterville	Pitt
JOHN P. STEDMAN	Lumberton	Robeson
C. LACY TATE	Chadbourn	Columbus
W. FRANK TAYLOR	Goldsboro	Wayne
MRS. STEWART WARREN	Clinton	Sampson
CAMERON S. WEEKS	Tarboro	Edgecombe
THOMAS J. WHITE	Kinston	Lenoir
MRS. GEORGE D. WILSON	Fayetteville	Cumberland

Term Expires April 1, 1975

ARCH T. ALLEN	Raleigh	Wake
IKE F. ANDREWS	Siler City	Chatham
WILLIAM C. BARFIELD	Wilmington	New Hanover
CHARLES W. BRADSHAW	Raleigh	Wake
DR. FRANCIS A. BUCHANAN	Hendersonville	Henderson
C. C. CAMERON	Charlotte	Mecklenburg
MRS. J. WILLIAM COPELAND	Murfreesboro	Hertford
FRANK HULL CROWELL	Lincolnton	Lincoln
BRAXTON B. DAWSON	Washington	Beaufort
N. K. DICKERSON, JR.	Monroe	Union
JAKE FROELICH, JR.	High Point	Guilford
EUGENE B. GRAHAM, III	Charlotte	Mecklenburg
JAMES C. GREEN	Clarkton	Bladen
ROBERT HALL	Mocksville	Davie
MRS. HOWARD HOLDERNESS	Greensboro	Guilford
SAMUEL H. JOHNSON	Raleigh	Wake
WADE B. MATHENY	Forest City	Rutherford
BEVERLY C. MOORE	Greensboro	Guilford

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

DR. F. M. SIMMONS PATTERSON	New Bern	Craven
T. HENRY REDDING	Asheboro	Randolph
D. P. RUSS, JR.	Fayetteville	Cumberland
WILLIAM P. SAUNDERS	Southern Pines	Moore
RALPH H. SCOTT	Haw River	Alamance
E. S. SIMPSON	Smithfield	Johnston
HILL YARBOROUGH	Louisburg	Franklin

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

OFFICERS OF INSTRUCTION AND EMERITI

WILLIAM CLYDE FRIDAY (1951), *President*

B.S., State; LL.B., U.N.C. at Chapel Hill; LL.D., Belmont Abbey, Wake Forest, Duke, Princeton, Elon, Davidson

JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor of History*
B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill

ALICE KATHERINE ABBOTT (1927), *Associate Professor of Romance Languages, Emeritus (1965)*

B.A., Smith; M.A., Illinois; Diploma, Centro de Estudios Históricos, Madrid

CHARLES MARSHALL ADAMS (1945), *Professor, Librarian, Archivist*
B.A., Amherst; B.S., M.A., Columbia

MAUDE LOUISE ADAMS (1937), *Assistant Professor of Business Education, Emeritus (1956)*

B.A., Cornell College; M.A., Columbia

PETER J. AGOSTINI (1966), *Professor of Art*

NAOMI ALBANESE (1958), *Professor and Dean of the School of Home Economics*

B.A., Muskingum College; M.A., Ph.D., Ohio State

LOUISE BREVARD ALEXANDER (1935), *Professor of Political Science, Emeritus (1956)*

B.A., Presbyterian

DONALD FLOYD ALLEN (1962), *Assistant Professor of Sociology*

B.A., North Texas State; M.A., Ph.D., Texas

ROSCOE JACKSON ALLEN (1956), *Director of Computer Center and Professor of Business Education*

B.S., Concord College; M.S., Tennessee; Ed.D., Pennsylvania State

JOSE ALMEIDA (1966), *Assistant Professor of Spanish*

B.A., Baylor; M.A., Ph.D., Missouri

PAUL G. ALTHAUS (1967), *Lecturer in Economics and Business Administration*

B.A., Gettysburg

¹DONALD BENTON ANDERSON (1956), *Professor of Biology*

B.A., B.Sc.Ed., M.A., Ph.D., Ohio State

¹Part-time.

FACULTY

- HENRY LEONARD ANDERSON, II (1965), *Assistant Professor of Chemistry*
B.S., Old Dominion; Ph.D., University of Delaware
- LAURA GADDES ANDERTON (1948), *Associate Professor of Biology*
B.A., Wellesley; M.S., Brown; Ph.D., U.N.C. at Chapel Hill
- JAMES APPLEWHITE (1966), *Instructor in English*
B.A., M.A., Duke
- ELIZABETH EDNA ARUNDEL (1937), *Professor of Geography,*
Emeritus (1960)
B.A., Ohio; M.A., Columbia; Ph.D., Yale
- WARREN HINDS ASHBY (1949), *Professor and Head of Department of*
Philosophy
B.A., Maryville; B.D., Ph.D., Yale
- JAMES CARROLL ATKINSON (1958), *Associate Professor of Romance*
Languages
B.A., M.A., Duke; Ph.D., Johns Hopkins
- CLAIRE HENLEY ATKINSON (1917), *Assistant Professor of Music, Emeritus*
(1962)
B.M., U.N.C. at Greensboro; Columbia; pupil of Karl Bondam, Austin Conradi and Lotta Hough
- MARY ELIZABETH AVENT (1952), *Instructor, Curry*
B.A., U.N.C. at Greensboro; M.A., George Peabody
- ANNE FRANCES BAECKER (1960), *Professor and Head of Department of*
German and Russian
B.A., Marygrove; M.A., Michigan; Ph.D., Cincinnati
- BARBARA BREITHAUPT BAIR (1966), *Teacher, Curry*
B.S.Ed., Ohio State; M.Ed., U.N.C. at Greensboro
- RICHARD BARDOLPH (1944), *Professor and Head of Department of History*
and Political Science
B.A., M.A., Ph.D., Illinois
- ELIZABETH MCDANIEL BARINEAU (1961), *Professor of French*
B.A., U.N.C. at Greensboro; M.A., Ph.D., Chicago
- WALTER BARKER (1966), *Associate Professor of Art*
B.F.A., Washington; M.F.A., Indiana
- SUSAN ELIZABETH BARKSDALE (1943), *Associate Professor of Art*
B.A., U.N.C. at Greensboro; M.A., Columbia
- ELVA EUDORA BARROW (1916), *Professor of Chemistry, Emeritus (1954)*
B.A., Randolph-Macon Woman's College; M.S., Chicago
- HELEN BARTON (1927), *Professor of Mathematics, Emeritus (1960)*
B.A., Goucher; M.A., Ph.D., Johns Hopkins
- DAVID R. BATCHELLER (1967), *Associate Professor of Drama and Speech*
B.A., Wooster; M.A., Illinois; Ph.D., Ohio State
- WILLIAM KERVIN BATES (1966), *Assistant Professor of Biology*
B.A., Ph.D., Rice

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- JESSIE IRENE BAXTER (1965), *Instructor in Education*
B.A., Lenoir-Rhyne; M.Ed., U.N.C. at Chapel Hill
- WILMA MCKEOWN BAYNES (1966), *Teacher, Curry*
B.A., U.N.C. at Greensboro
- JANET WYNNE BEACH (1965), *Teacher, Curry*
B.A., U.N.C. at Greensboro
- JUDITH CAROLE BEALE (1965), *Teacher, Curry*
B.S.P.E., U.N.C. at Greensboro; M.S.P.E., Oregon
- JOHN HERBERT BEELER (1950), *Professor of History*
B.A., M.A., Ohio; Ph.D., Cornell
- SARAH FORE BELL (1967), *Instructor in Romance Languages*
B.A., Greensboro College; M.A., Ph.D., U.N.C. at Chapel Hill
- DAVID G. BENNETT (1967), *Lecturer in Geography*
B.A., Wake Forest; M.A., Michigan
- CARL WILFRID BITZER (1966), *Assistant Professor of Mathematics*
B.S., Duke; M.A., U.N.C. at Chapel Hill
- ¹ALICE CROWTHERS BOEHRET (1957), *Assistant Professor of Nursing Education*
B.A., U.N.C. at Greensboro; M.S., Pennsylvania; Diploma, Jefferson Hospital
- BILLIE M. BOETTE (1967), *Assistant Professor of Nursing*
B.S.N., South Carolina; M.A., New York
- CURTIS SPENCE BOOTH (1964), *Assistant Professor of Philosophy*
B.A., Georgetown; Ph.D., U.N.C. at Chapel Hill
- JEAN H. BOREN (1967), *Instructor in Drama and Speech*
B.A., Shorter; M.Ed., Emory
- ELISABETH ANN BOWLES (1956), *Assistant Professor of Education*
B.A., U.N.C. at Greensboro; M.A., Ph.D., U.N.C. at Chapel Hill
- HARRIETT W. BOWLES (1967), *Teacher, Curry*
B.A., M.Ed., U.N.C. at Greensboro
- ²JAMES R. BOYD (1966), *Lecturer in Mathematics*
B.A., Trinity; M.A., North Texas
- LESLIE BURGER BRANHAM, JR. (1966), *Instructor in Drama and Speech*
B.A., Hardin-Simmons; M.F.A., Texas
- EDITH BOWMAN BRILES (1965), *Instructor in Education*
B.A., Greensboro College; M.Ed., U.N.C. at Greensboro
- JOSEPH ALLEN BRYANT (1961), *Professor and Head of Department of English*
B.A., West Kentucky Teachers; M.A., Vanderbilt; Ph.D., Yale
- JOSEPH EUGENE BRYSON (1964), *Associate Professor of Education and Director of Extension*
B.A., Elon; M.A., U.N.C. at Chapel Hill; Ph.D., Duke

¹Leave of absence.

²Part-time.

FACULTY

- ¹JEAN RUTH BUCHERT (1957), *Associate Professor of English*
B.A., M.A., Missouri; Ph.D., Yale
- ¹RANDOLPH MCGUIRE BULGIN (1964), *Assistant Professor of English*
B.A., Davidson; Ph.D., Princeton
- HARMON D. BURCK (1967), *Assistant Professor of Education*
B.A., M.Ed., Florida; Ph.D., Florida State
- HELEN CATHERINE BURNS (1937), *Associate Professor, Emeritus (1964)*
B.A., Iowa; M.A., Columbia
- ELIZA ANN BURTON (1966), *Teacher, Curry*
B.A., U.N.C. at Greensboro
- MAY DULANEY BUSH (1934), *Professor of English, Emeritus (January 31, 1968)*
B.A., Hollins; M.A., Columbia; Ph.D., Johns Hopkins
- ROBERT MCCLUER CALHOON (1964), *Assistant Professor of History*
B.A., Wooster; M.A., Ph.D., Western Reserve
- MARTHA HELEN CANADAY (1958), *Associate Professor of Home Economics*
B.S., Texas State College for Women; M.S., Louisiana State; Ed.D., Penn. State
- GILBERT FREDERIC CARPENTER (1963), *Professor and Head of Department of Art*
B.A., Stanford
- MILDRED LEE CARR (1958), *Assistant Circulation Librarian*
B.A., William and Mary; B.S. in L.S., Columbia
- DONALD R. CASE (1966), *Instructor in Sociology and Anthropology*
B.A., M.A., Texas
- BARBARA B. CASSELL (1967), *Assistant Catalog Librarian*
B.A., M.A., Michigan
- RONALD DRAKE CASSELL (1966), *Instructor in History*
B.S., M.A., Michigan
- RALPH EDWARD CAUSBY (1966), *Instructor in Drama and Speech*
B.A., Lenoir-Rhyne; M.S., Tennessee
- JUDITH A. CHAMBERLIN (1967), *Instructor in Romance Languages*
B.A., Wellesley; M.A., Middlebury
- ELLEN M. CHAMPOUX (1967), *Lecturer in Home Economics*
B.S., M.A., Arizona State; D.Ed., Pennsylvania State
- ¹FRED DAVIS CHAPPELL (1964), *Assistant Professor of English*
B.A., M.A., Duke
- AMY MARIE CHARLES (1956), *Associate Professor of English*
B.A., Westminster; M.A., Ph.D., Pennsylvania
- CLAUDE JEAN CHAUVIGNÉ (1965), *Assistant Professor of French*
B.S., Southwest Missouri State; M.A., Ph.D., Colorado
- ANITA M. CHILDREY (1967), *Instructor in Physical Education and Resident Supervisor of Piney Lake*
B.A., Meredith; M.S.P.E., U.N.C. at Greensboro

¹Leave of absence.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- CHARLES A. CHURCH, JR. (1967), *Associate Professor of Mathematics*
B.S., Virginia Polytechnic; Ph.D., Duke
- CLIFTON BOB CLARK (1965), *Professor and Head of Department of Physics*
B.A., M.A., Arkansas; Ph.D., Maryland
- THOMAS B. CLARK, JR. (1967), *Instructor in Mathematics*
B.A., M.A.T., U.N.C. at Chapel Hill
- BARBARA NELLE CLAWSON (1964), *Research Assistant Professor in Home Economics*
B.S., Iowa State University; M.S.H.E., U.N.C. at Greensboro
- ¹CONVERSE DILWORTH CLOWSE (1962), *Assistant Professor of History*
B.A., M.A., Vermont; Ph.D., Northwestern
- BETTY CAROL CLUTTS (1959), *Assistant Professor of History*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; Ph.D., Ohio State
- ²TERRELL COFIELD (1967), *Instructor in Music*
B.M., Rollins; M.M., U.N.C. at Greensboro
- WILLIAM PATRICK COLBERT (1962), *Assistant Professor of Education*
B.A., Winona State; M.A., Ed.D., Teachers College, Columbia
- ESTHER INEZ COLDWELL (1922), *Associate Professor of Biology, Emeritus (1961)*
B.A., Southwestern
- DAVID DALE COLE (1965), *Assistant Professor of Psychology*
B.S., Purdue; M.A., Ph.D., West Virginia
- RUTH MARY COLLINGS (1925), *Physician and Professor of Health, Emeritus (1962)*
B.A., Pomona; M.D., Pennsylvania
- JAMES ROBERT COLLINS (1965), *Instructor in Music*
B.S., M.A., Alabama
- JAMES CLYDE COOLEY, JR. (1965), *Instructor in History*
B.A., Franklin College; M.A., Indiana
- EMMA CORCORAN (1967), *Teacher, Curry*
B.A., Shorter; M.A., Florida State
- JOHN PHILIP COUCH (1958), *Associate Professor of French*
B.A., U.N.C. at Chapel Hill; Ph.D., Yale
- ELIZABETH COWLING (1945), *Associate Professor of Music*
B.A., Carleton; M.A., Columbia; M.M., Ph.D., Northwestern; studied with Dudley Powers, Luigi Silva, Pablo Casals
- RICHARD GARNER COX (1960), *Associate Professor of Music*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Northwestern; Diploma, Conservatoire national de la musique, Paris, France
- HELENE CROCHET-DAMAIS (1967), *Instructor in Art*
Diploma, Ecole Du Louvre
- JANE HANES CROW (1965), *Professor of Home Economics*
B.S., Salem; M.S., Maryland; Ph.D., Cornell

¹Leave of absence, first semester.

²Part-time.

FACULTY

ANN BELUE CROWELL (1965), *Teacher, Curry*

B.A., U.N.C. at Greensboro

¹EDMUND OLIN CUMMINGS (1967), *Lecturer in Chemistry*

B.S., U.N.C. at Chapel Hill; Ph.D., Massachusetts Institute of Technology

RICHARD NELSON CURRENT (1955), *University Distinguished Professor of History*

B.A., Oberlin; M.A., Tufts; M.A., Oxford; Ph.D., Wisconsin

LOIS JOTTER CUTTER (1963), *Assistant Professor of Biology*

B.A., M.S., Ph.D., Michigan

HELEN FRANCES CUTTING (1931), *Assistant Professor of Romance Languages, Emeritus (1962)*

B.A., Adelphi; M.A., Columbia; M.A., Chicago; Certificate, Centro de Estudios Históricos, Madrid; M.S.L.S., Catholic University of America

DONALD G. DARNELL (1964), *Assistant Professor of English*

B.S., Texas Technological; M.A., Oklahoma; Ph.D., Texas

ROBERT ARTHUR DARNELL (1949), *Associate Professor of Music*

B.M., Colorado; M.M., Texas; Certificate, Ecoles des Beaux Arts, Fontainebleau, France; pupil of Robert Casadesus, Carl Friedberg, Nadia Boulanger

²DAVID GLYNN DAVIES (1962), *Associate Professor of Economics*

B.A., Oberlin; Ph.D., U.N.C. at Chapel Hill

DOROTHY DAVIS (1930), *Associate Professor of Physical Education*

B.A., Western College; M.A., Wisconsin

CHARLOTTE WEBSTER DAWLEY (1944), *Associate Professor of Biology and Academic Adviser*

B.A., Carleton; M.S., Washington University; Ph.D., Minnesota

³SAVANNAH SEAGRAVES DAY (1953), *Assistant Professor of Home Economics*

B.S., Appalachian; M.S., U.N.C. at Greensboro

⁴PIERRE JEAN DEBS (1966), *Lecturer in Art*

Certificate of Industrial Design, Pratt Institute, Brooklyn

EUGENE MOORE DECKER, III (1966), *Instructor in French*

B.A., Southern Methodist; M.A., Wisconsin

EUNICE MINERVA DEEMER (1963), *Assistant Professor of Home Economics*

B.S., Indiana; M.Ed., Ph.D., Pennsylvania

MARIE B. DENNEEN (1926), *Associate Professor of Education, Emeritus (1956)*

B.A., M.A., Minnesota

PAUL MARCEL DESCOUZIS (1966), *Professor of French*

B.A., College de Notre Dame, France; M.A., Boston; Ph.D., Maryland

WILLIAM CONRAD DEVENY (1946), *Associate Professor of Music*

B.A., North Central; B.Mus., Oberlin Conservatory

MARGARET CLAIRE DEVINNY (1946), *Assistant Professor, Computer Center*

B.S., Kansas State; M.S., Tennessee

¹Part-time.

²Leave of absence, first semester.

³Leave of absence.

⁴Part-time, first semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- MARY ANDREWS DICKEY (1957), *Assistant Professor of Home Economics*
B.S., U.N.C. at Greensboro; M.S., Tennessee
- GEORGE WILLIAM DICKIESON (1938), *Associate Professor of Music*
B.Mus., Salem; M.Mus., Cincinnati Conservatory; L'Ecole Montaux
- ¹ROBERT M. DINKEL (1967), *Lecturer in Sociology and Anthropology*
B.A., Notre Dame; M.A., Minnesota; Ph.D., U.N.C. at Chapel Hill
- ARTHUR WILSON DIXON (1957), *Associate Professor of English*
B.A., U.N.C. at Chapel Hill; Ph.D., Yale
- JOHN G. DOUGLAS (1967), *Lecturer in Health, Physical Education, and Recreation*
B.S., Lock Haven State; M.S., Springfield
- LEE V. DOUGLAS (1967), *Instructor in Romance Languages*
B.S., Georgetown
- CRAIG LANIER DOZIER (1960), *Associate Professor and Head of Department of Geography*
B.A., Wisconsin; M.A., Maryland; Ph.D., Johns Hopkins
- BERNICE EVELYN DRAPER (1922), *Professor of History, Emeritus (1960)*
B.A., Lawrence; M.A., Wisconsin
- ELIZABETH DUFFY (1937), *Professor of Psychology*
B.A., U.N.C. at Greensboro; M.A., Columbia; Ph.D., Johns Hopkins
- JAMES ARTHUR DUNN (1923), *Professor of English, Emeritus (1953)*
B.A., M.A., Missouri
- FRANCES YEAGER DUNHAM (1962), *Assistant Professor of Psychology*
B.A., Ph.D., Duke
- ROBERT G. EASON (1967), *Professor and Head of Department of Psychology*
B.A., M.A., Ph.D., Missouri
- BRUCE MACLEAN EBERHART (1963), *Professor and Head of Department of Biology*
B.A., San Jose State; Ph.D., Stanford
- LOIS VIRGINIA EDINGER (1962), *Associate Professor of Education*
B.A., Meredith; M.Ed., Ph.D., U.N.C. at Chapel Hill
- PATRICIA BAILEY EDMONDSON (1966), *Assistant Professor of Political Science*
B.A., Midwestern; M.A., Ph.D., Duke
- ²JOHN ALEXANDER EDWARDS (1966), *Lecturer in Psychology*
B.A., Davidson; M.A., U.N.C. at Chapel Hill; Ph.D., Tennessee
- ³JAMES NELSON ELLIS (1963), *Assistant Professor of English*
B.A., M.A., Oklahoma; Ph.D., Texas
- KATHRYN MCALLISTER ENGLAND (1942), *Associate Professor of Drama and Speech*
B.A., Randolph-Macon Woman's College; M.A., Teachers College, Columbia

¹Part-time, first semester.

²Part-time.

³Leave of absence.

FACULTY

- DANIEL ERICOURT (1963), *Professor of Music and Artist in Residence*
Paris Conservatory
- KATHRYN FRANCES ESKEY (1966), *Associate Professor of Music*
B.M., U.N.C. at Greensboro; M.M., New England Conservatory; A.Mus.D., Michigan
- VIRGINIA CHRISTIAN FARINHOLT (1935), *Professor of Romance Languages, Emeritus (1965)*
B.A., William and Mary; M.A., Ph.D., Chicago
- GRACE BETTS FARRIOR (1957), *Assistant Librarian*
B.A., Meredith; M.S. in L.S., U.N.C. at Chapel Hill
- WILLIAM NORCROSS FELT (1947), *Associate Professor of French*
B.A., Clark; M.A., D.M.L., Middlebury; Diplôme de hautes études, Grenoble
- MARGUERITE FELTON (1956), *Assistant Professor of Chemistry and Academic Adviser*
B.S., Limestone; M.A., U.N.C. at Chapel Hill
- JAMES SHARBROUGH FERGUSON (1962), *Chancellor and Professor of History*
B.A., Millsaps; M.A., Louisiana State; Ph.D., U.N.C. at Chapel Hill
- MARY FITZGERALD (1924), *Assistant Professor of Education, Emeritus (1953)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- ¹SHIRLEY KATHERINE FLYNN (1963), *Instructor in Health*
B.S., M.S.P.E., MacMurray
- JOHN PAUL FORMBY (1966), *Assistant Professor of Economics*
B.A., Colorado College; Ph.D., Colorado
- SHERRI RHODA FORRESTER (1962), *Assistant Professor of Chemistry*
B.S., Duke; Ph.D., Northwestern
- EILEEN CASEY FRANCIS (1965), *Assistant Professor of Home Economics*
B.S., M.S., Pennsylvania State
- MARIAN POPE FRANKLIN (1959), *Professor of Education*
B.A., B.M., St. Olaf; M.A., Northwestern; Ed.D., U.N.C. at Chapel Hill
- HERBERT WILLIAM FRED (1964), *Professor of Music and Director of Summer Session*
B.M.E., M.M., Northwestern; Ph.D., U.N.C. at Chapel Hill
- ¹ROSE MILLS FREEDMAN (1957), *Instructor in Home Economics*
B.A., Vassar; M.A., Peabody
- ANNIE BEAM FUNDERBURK (1921), *Associate Professor of Romance Languages, Emeritus (1961)*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- BRUCE MICHAEL GAGNIER (1966), *Instructor in Art*
B.A., Williams; M.F.A., Columbia
- MARGARET S. GAINES (1967), *Instructor in English*
B.A., M.A., Kentucky
- ¹JUNE PRISCILLA GALLOWAY (1957), *Instructor in Physical Education*
B.S., Georgia; M.Ed., U.N.C. at Greensboro

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- VIRGINIA BEATRICE GANGSTAD (1939), *Associate Professor of Biology*
B.A., M.A., Ph.D., Illinois
- CHRISTIAN GARAUD (1966), *Assistant Professor of French*
B.A., M.A., Ph.D., University of Poitiers
- RAYMOND JOHN GARIGLIO (1966), *Assistant Professor of Music*
B.M., Clarinet; B.M., Theory; B.M., Composition; American Conservatory of Music;
M.M., Northwestern
- ¹KATE BAUCOM GARNER (1959), *Research Instructor in Home Economics*
B.S., Tift; M.S., U.N.C. at Greensboro
- SAMMIE GATLIN GARNER (1966), *Instructor in Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- ELENA GASCON VERA (1967), *Instructor in Romance Languages*
B.A., M.A., University of Madrid
- LYNNE PEARSALL GASKIN (1966), *Instructor in Health, Physical Education
and Recreation*
B.S., Wesleyan; M.S.P.E., U.N.C. at Greensboro
- KARL RAY GENTRY (1965), *Assistant Professor of Mathematics*
B.S., Wake Forest; M.A., Ph.D., Georgia
- BERT ARTHUR GOLDMAN (1965), *Associate Professor of Education*
B.A., Maryland; M.Ed., U.N.C. at Chapel Hill; Ed.D., Virginia
- JEAN GORDON (1964), *Assistant Professor of History*
B.A., M.A., Penn State; Ph.D., Wisconsin
- FAYE W. GRANT (1967), *Lecturer in Home Economics*
B.S., M.S., Ph.D., Chicago
- JOHN LOWELL GRAVES (1966), *Assistant Professor of Chemistry*
B.A., Oberlin; Ph.D., Chicago
- ¹MARGARET G. GRAVES (1967), *Instructor in Economics and Business
Administration*
B.A., Smith; M.B.A., Chicago
- MARGARET ANN GREENE (1946), *Assistant Professor of Physical Education*
B.S.P.E., Appalachian; M.A., New York
- JOAN GREGORY (1964), *Assistant Professor of Art*
B.A., Alabama; M.A., Ed.D., Peabody
- ELLEN JEANNE GRIFFIN (1940), *Associate Professor of Physical Education*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- GEORGE PHILIP GRILL (1963), *Assistant Professor of Business Education*
B.S., M.A., Appalachian; Ed.D., North Dakota
- ¹ARMANTINE D. GROSHONG (1967), *Lecturer in Health, Physical Education,
and Recreation*
B.A., U.N.C. at Greensboro; M.S., Smith
- MAGNHILDE GULLANDER (1918), *Professor of History, Emeritus (1956)*
B.A., Wisconsin; M.A., Pennsylvania

¹Part-time.

FACULTY

- RUTH GUNTER (1931), *Assistant Professor of Education, Emeritus (1959)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- GAYLORD TERRENCE HAGESETH (1965), *Assistant Professor of Physics*
B.S., U.N.C. at Chapel Hill; M.S., Ph.D., Catholic University of America
- JAMES JOSEPH HAGOOD, JR. (1951), *Associate Professor of Education*
B.S., Piedmont; M.A., Peabody; M.S., Illinois
- ALONZO C. HALL (1916), *Professor of English, Emeritus (1956)*
B.A., Elon; M.A., Columbia
- FRANCES HUNT HALL (1966), *Documents Librarian*
B.A., U.N.C. at Greensboro; M.A., M.S. in L.S., J.D., U.N.C. at Chapel Hill
- CAROLYN AREHART HANSBROUGH (1966), *Teacher, Curry*
B.S., Madison
- MATHILDE HARDAWAY (1941), *Professor of Business Education*
B.B.A., Texas; M.B.A., Chicago; Ph.D., Yale
- NOMA HARDIN (1944), *Associate Professor of Art*
B.A., Baylor; B.S., M.A., Texas State
- ELSON HARMON (1967), *Instructor in English*
B.A., Princeton; M.A., Duke
- HILDA T. HARPSTER (1944), *Associate Professor of Biology*
B.A., Sweet Briar; M.A., Ph.D., Michigan
- MARY HARRINGTON HARRELL (1935), *Associate Professor of Commercial Studies, Emeritus (1961)*
B.A., Queens; B.S., George Peabody; M.A., New York
- JULIE HARRIS (1967), *Instructor in Biology*
B.S., Newcomb College of Tulane; M.S.P.E., U.N.C. at Greensboro
- MILDRED PEARL HARRIS (1924), *Associate Professor of Health, Emeritus (1956)*
B.A., M.A., Michigan
- LAWRENCE HART (1966), *Professor and Dean of the School of Music*
B.M., M.M., Colorado; D.Mus.A., Eastman School of Music of the University of Rochester in New York. Student of Cecille Genhart in piano and of Eugene Sehorst in music literature
- MARTHA ELIZABETH HATHAWAY (1936), *Associate Professor of Home Economics*
B.S., U.N.C. at Greensboro; M.A., Columbia
- ¹CHARLES ROBERT HAYES (1965), *Lecturer in Geography*
B.A., Knox; M.S., Wisconsin
- ELMA JOSEPHINE HEGE (1934), *Associate Professor of History*
B.A., U.N.C. at Greensboro; M.A., Virginia
- ¹RUTH COLTON HEGE (1960), *Instructor in English*
B.A., Mount Holyoke; M.A., Columbia
- JULIA HEIL HEINLEIN (1952), *Associate Professor of Psychology, Emeritus (1962)*
B.S., M.A., Ph.D., Johns Hopkins

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- PATRICIA ANN HENDRICKSON (1966), *Instructor in Home Economics*
B.S., Tennessee Polytechnic; M.S., Tennessee
- GAIL MURL HENNIS (1950), *Professor of Physical Education*
B.S., Purdue; M.A., Ph.D., State University of Iowa
- JAMES ALBERT HIGHSMITH (1916), *Professor of Psychology, Emeritus*
(1953)
B.A., U.N.C. at Chapel Hill; Ph.D., Peabody
- VIRGINIA T. HOLDEN (1967), *Teacher, Curry*
B.A., U.N.C. at Greensboro
- ELIZABETH JEROME HOLDER (1963), *Head Reference Librarian*
B.A., Salem; M.S. in L.S., U.N.C. at Chapel Hill
- BIRDIE HELEN HOLLOWAY (1935), *Professor of Music, Emeritus* (1965)
B.S.M., M.S.M., Oberlin Conservatory
- NANCY HEFNER HOLMES (1966), *Research Instructor in Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- MARJORIE JANE HOOD (1929), *Head Circulation Librarian, Assistant Archivist*
B.A., U.N.C. at Greensboro; B.S. in L.S., Emory
- MALCOLM KING HOOKE (1922), *Professor of Romance Languages, Emeritus*
(1958)
B.A., Chattanooga; Diplôme de'études de civilisation française Docteur de l'université de Paris
- MARGARET KENDRICK HORNEY (1961), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.S. in L.S., Columbia
- ¹KENNETH EDWIN HOWE (1958), *Professor of Education*
B.A., Eastern Michigan; M.S., Michigan; Ed.D., Northwestern
- EVELYN LOUISE HOWELL (1937), *Associate Professor of Home Economics, Emeritus* (1956)
B.S., M.A., U.N.C. at Greensboro
- HUGHES B. HOYLE (1967), *Assistant Professor of Mathematics*
B.S., M.A., U.N.C. at Chapel Hill
- HERBERT CORNELIUS HUDGINS, JR. (1966), *Assistant Professor of Education; Director of Piedmont Association for School Studies and Services*
B.A., High Point; M.Ed., U.N.C. at Chapel Hill; Ed.D., Duke
- JUNE MARIE HUFF (1967), *Assistant Acquisitions Librarian*
B.A., U.N.C. at Greensboro; M.S. in L.S., U.N.C. at Chapel Hill
- ARTHUR BYRON HUNKINS (1965), *Assistant Professor of Music*
B.A., Oberlin; M.F.A., Ohio; D.M.A., Michigan
- MARGARET AGNES HUNT (1961), *Associate Professor of Political Science*
B.A., Michigan State; M.A., Ph.D., U.N.C. at Chapel Hill
- EUGENIA McIVER HUNTER (1935), *Professor of Education*
B.A., Goucher; M.A., Columbia; Ph.D., Ohio State

¹Leave of absence.

FACULTY

- MARY ALFORD HUNTER (1943), *Assistant Professor of Education*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MINNIE MIDDLETON HUSSEY (1930), *Assistant Circulation Librarian, Emeritus (1957)*
B.A., Meredith; B.A., U.N.C. at Greensboro
- WILLIAM F. INSLEY (1967), *Lecturer in Art*
B.A., Amherst; B.Architecture, Harvard Graduate School of Design
- ¹BARBARA ELIZABETH JAMES (1965), *Assistant Professor of Home Economics*
B.A., Winthrop; M.S., Ph.D., Florida State
- MARY ELIZABETH JARRARD (1965), *Instructor in English*
B.A., U.N.C. at Chapel Hill; M.A.T., Duke
- EULA MAE CARTER JARRETT (1957), *Instructor and Librarian, Curry*
B.A., Kentucky; M.Ed., U.N.C. at Greensboro
- ELISABETH ANNA MARIE JASTROW (1941), *Associate Professor of Art, Emeritus (1961)*
Ph.D., Heidelberg, Germany
- JACK M. JARRETT (1967), *Assistant Professor of Music*
B.A., Florida; M.A., Eastman School of Music
- LUDMILLA N. JASENOVIC (1967), *Assistant Professor of German and Russian*
B.A., Belgrade; M.A., Ph.D., Montreal
- ¹DAGMAR HILDEGARDE JOHNSON (1959), *Stone Professor of Home Economics*
B.S., M.S., Minnesota; Ph.D., Iowa State College
- GLENN R. JOHNSON (1923), *Professor of Sociology, Emeritus (1954)*
B.A., Reed; M.A., Columbia
- MARY KENNON JOHNSON (1962), *Assistant Professor of Education*
B.A., South Carolina; M.School Librarianship, U.N.C. at Chapel Hill
- MILDRED LOUISE JOHNSON (1965), *Assistant Professor of Home Economics*
B.S., M.S., Northern Illinois; Ph.D., Wisconsin
- SARAH WILSON JONES (1952), *Instructor in Business Education*
B.S., M.S., U.N.C. at Greensboro
- SHELLEY L. JONES (1967), *Assistant Professor of Nursing*
B.S., California Medical Center; M.S., Minnesota
- GEORGE MINOR JOYCE (1935), *Professor and Assistant to the Business Manager*
B.S., Indiana State Teachers; M.S., Pittsburgh
- BEATRICE S. KALKA (1967), *Assistant Professor of Home Economics*
B.S., West Texas State; M.S., Tennessee; Ed.D., Oklahoma State
- PAULINE EVELYN KEENEY (1949), *Burlington Industries Professor of Textiles*
B.S., M.S., Ph.D., Pennsylvania State

¹Leave of absence.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- JOHN DANIEL KEHOE (1957), *Assistant Professor of Art*
B.F.A., Wayne State; M.A., Michigan
- ALBERT S. KEISTER (1924), *Professor of Economics, Emeritus (1956)*
B.A., Otterbein; M.A., Columbia; Ph.D., Chicago
- MARY ELIZABETH KEISTER (1965), *Acting Director, Institute for Child and Family Development and Research Associate in Home Economics*
B.S., U.N.C. at Greensboro; M.A., Iowa State University; Ph.D., Chicago
- ¹JOHN WESLEY KENNEDY (1956), *Professor and Head of Department of Economics and Business Administration; Dean of Graduate School*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- RALPH WILLIAM KERNS (1964), *Instructor in Drama and Director, Pixie Playhouse*
B.A., Waynesburg; M.F.A., Carnegie Institute
- WILLIAM E. KINGSBURY (1966), *Instructor in French*
B.A., Marshall; M.A., Middlebury
- GEORGE ANTHONY KIORPES (1965), *Assistant Professor of Music*
B.M., M.M., Peabody Conservatory
- HENRY TOMPKINS KIRBY-SMITH, JR. (1967), *Instructor in English*
B.A., University of the South; M.A., Harvard
- MARGARET G. KLEMER (1967), *Assistant Professor of Nursing*
B.S.N.E., Pittsburgh; M.S., Alabama
- RICHARD H. KLEMER (1967), *Professor of Home Economics*
B.A., Pittsburgh; Ph.D., Florida State
- JAMES A. KNECHT, JR. (1967), *Instructor in Art*
B.S., Brigham Young; M.F.A., Rutgers
- DAVID B. KNIGHT (1967), *Assistant Professor of Chemistry*
B.S., M.A., Louisville; Ph.D., Duke
- ²WILLIAM ELLIOTT KNOX (1963), *Assistant Professor of Sociology*
B.A., Colgate; Ph.D., Cornell
- BRUNO A. KOCH (1967), *Assistant Professor of Drama and Speech*
B.A., Baylor; M.A., Houston
- JEAN PAUL F. X. KOENIG (1967), *Instructor in Romance Languages*
B.A., Aix-Marseille; M.A., U.N.C. at Chapel Hill
- ANNA MARY KREIMEIER (1927), *Assistant Professor of Education, Emeritus (1965)*
Ph.B., Chicago; M.A., Columbia
- ³HARRIET JANE KUPFERER (1961), *Professor of Anthropology*
B.S., U.N.C. at Greensboro; M.A., Ed.D., New York; Ph.D., U.N.C. at Chapel Hill
- RAMIRO LAGOS (1965), *Associate Professor of Spanish*
B.A., La Porciuncula; M.A., Ph.D., Universidad Javeriana

¹Resigned Headship October 31, 1967.

²Leave of absence.

³Leave of absence, first semester.

FACULTY

- JANICE S. LAIN (1967), *Instructor in Health, Physical Education and Recreation*
B.S., Texas; M.Ed., Sam Houston
- FRANCIS ANTHONY LAINE (1949), *Associate Professor and Head of Department of Classical Civilization*
B.S., Memphis State; Ph.D., Vanderbilt
- BETTY AIKEN LAND (1923), *Assistant Professor of Education, Emeritus (1945)*
M.A., Columbia
- AUGUSTINE LAROCHELLE (1922), *Professor of Romance Languages, Emeritus (1958)*
B.A., Vermont; M.A., Columbia; Diploma, Centro de Estudios Históricos, Madrid
- EDWARD L. LAUGHINGHOUSE (1967), *Instructor in Education and Assistant Director of Piedmont Association for School Studies and Services*
B.A., M.A.T., Duke
- FRANCOISE GIRAUDET LAY (1963), *Instructor in French*
Baccalaureat de Philosophie, Université de Paris; Licence es Lettres, Université de Bordeaux
- ERNEST W. LEE (1966), *Assistant Professor of Education*
B.S., Clemson; M.Ed., Ph.D., U.N.C. at Chapel Hill
- MARJORIE LOUISE LEONARD (1941), *Associate Professor of Physical Education*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- ELOISE R. LEWIS (1966), *Professor and Dean of School of Nursing*
B.S.N., Vanderbilt; M.S.E.D., Pennsylvania; Ed.D., Duke
- VIRGIL E. LINDSEY (1940), *Associate Professor of Economics, Emeritus (January 31, 1968)*
B.A., Missouri Wesleyan; M.A., Iowa
- VANCE THOMAS LITTLEJOHN (1938), *Professor and Head of Department of Business Education*
B.A., B.S., Bowling Green; M.Ed., Ph.D., Pittsburgh
- PAULINE A. LOEFFLER (1967), *Assistant Professor of Health, Physical Education, and Recreation*
B.S.Ed., Southern Illinois; M.S.P.E., U.N.C. at Greensboro
- ANDREW F. LONG, JR. (1967), *Assistant Professor of Mathematics*
B.S.E.E., M.S., West Virginia; Ph.D., Duke
- LILA BELLE LOVE (1926), *Associate Professor of Biology, Emeritus (1953)*
B.A., Mississippi State College for Women; M.S., Nebraska
- EMMA LOUISE LOWE (1941), *Associate Professor of Home Economics*
B.S., The Woman's College of Georgia; M.S., University of Georgia
- ROBERT EUGENE LUCAS (1964), *Instructor in French*
B.A., M.A., Ohio State
- WALTER T. LUCZYNSKI (1960), *Assistant Professor of History*
B.A., New York; M.A., Michigan; Ph.D., Illinois

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ERNEST A. LUMSDEN, JR. (1966), *Assistant Professor of Psychology*
B.A., Richmond; Ph.D., Duke
- ¹HERBERT LUND (1954), *Lecturer in Biology*
B.A., Utah; M.D., Pennsylvania
- PAUL EUGENE LUTZ (1961), *Associate Professor of Biology*
B.A., Lenoir-Rhyne; M.S., Miami; Ph.D., U.N.C. at Chapel Hill
- DAVID FRANKLIN MCALLISTER (1967), *Instructor in Mathematics*
B.S., U.N.C. at Chapel Hill; M.A., Purdue
- ¹BOYD R. MCCANDLESS (1967), *Lecturer in Home Economics*
B.A., Fort Harp Kansas State; M.A., Ph.D., State University of Iowa
- FRANCIS J. MCCORMACK (1967), *Assistant Professor of Physics*
B.S., Spring Hill; Ph.D., Florida State
- EDWARD MCCRADY, III (1964), *Assistant Professor of Biology*
B.S., University of the South; M.A., Ph.D., Virginia
- MARY LOUISE McDONALD (1965), *Instructor in Mathematics*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- EUGENE EARLY McDOWELL, III (1965), *Assistant Professor of Psychology*
B.A., U.N.C. at Chapel Hill; M.A., DePauw; Ph.D., U.N.C. at Chapel Hill
- MIRIAM MCFADYEN (1927), *Professor of Education, Emeritus (1945)*
B.S., M.S., Columbia
- ROSEMARY MCGEE (1954), *Professor of Physical Education; Acting Dean of Women*
B.S., Southwest Texas; M.S., Illinois State; Ph.D., State University of Iowa
- ¹WILLIAM MCGEHEE (1965), *Lecturer in Psychology*
B.A., University of the South; M.A., Ph.D., Peabody
- LOIS B. MCGIRT (1966), *Instructor in Education*
B.A., Richmond; B.S.L.S., M.S.L.S., U.N.C. at Chapel Hill
- IRENE HERRING MCIVER (1964), *Teacher, Curry*
B.A., Meredith; M.Ed., U.N.C. at Greensboro
- JAMES N. R. MCLEOD (1966), *Instructor in Anthropology*
B.A., M.A., California
- FRANKLIN HOLBROOK McNUTT (1941), *Professor of Education, Emeritus (1958)*
B.A., M.A., Wittenberg; Ph.D., Ohio State; LL.D., Dayton; L.H.D., Wittenberg
- GEORGE E. MCSPADDEN (1967), *Professor and Head of Department of Romance Languages*
B.A., M.A., University of New Mexico; Ph.D., Stanford
- ELDRIDGE TRACEY McSWAIN (1965), *Visiting Professor of Education*
B.A., Newberry; M.A., Ed.D., Teachers College, Columbia
- ADEN COMBS MAGEE, III (1960), *Associate Professor of Home Economics*
B.S., Texas A and M; M.S., Ph.D., N. C. State

¹Part-time.

FACULTY

- GAY GRANT MANCHESTER (1953), *Instructor, Curry*
B.A., Lenoir-Rhyne; M.Ed., U.N.C. at Greensboro
- GUITA MARBLE (1940), *Associate Professor of Chemistry*
B.A., M.A., Ph.D., Kansas
- ANDREW GEORGE MARTIN (1965), *Lecturer in Art*
- ETHEL LORALINE MARTUS (1931), *Professor and Head of Department of Health, Physical Education and Recreation*
B.A., Brown; M.S., Wellesley
- JOHN J. MEACHAM (1963), *Assistant Professor of Music*
B.M., M.M., Northwestern
- HARRIET ELIZABETH MEHAFFIE (1929), *Assistant Professor of Education, Emeritus (1962)*
Ph.B., Chicago; M.A., Michigan
- FRANK T. MELTON (1967), *Lecturer in History and Political Science*
B.A., University of the South; M.A., Vanderbilt
- MARJORIE WHITTINGTON MEMORY (1949), *Serials Librarian*
B.A., U.N.C. at Greensboro; School of Library Science, U.N.C. at Chapel Hill
- HERMAN DAVID MIDDLETON (1956), *Professor and Head of Department of Drama and Speech*
B.S., Columbia; M.A., Teachers College, Columbia; Ph.D., Florida
- ¹HELEN PIERCE MILLER (1962), *Instructor in Education*
B.A., High Point; M.Ed., U.N.C. at Greensboro
- MARY C. MILLER (1967), *Lecturer in Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- META HELENA MILLER (1922), *Professor of French and Italian, Emeritus (1966)*
B.A., Goucher; M.A., Ph.D., Johns Hopkins; Certificat d'etudes pratiques de prononciation française Institut de phonétique, Université de Paris
- JOSEPH ROBERT MILLICHAP (1965), *Instructor in English*
B.S., St. Peters; M.A., Notre Dame
- SHERON K. MINICH (1966), *Instructor in Home Economics*
B.S.H.E., East Carolina; M.S., Ohio
- ALLEINE RICHARD MINOR (1913), *Professor of Music, Emeritus (1956)*
Diploma, Meredith; B.S., Columbia; New England Conservatory of Music
- JANE TUCKER MITCHELL (1958), *Instructor in Education*
B.A., Mary Baldwin; M.A., George Washington
- VIRGINIA GROVE MOOMAW (1945), *Associate Professor of Physical Education*
B.S., Nebraska; M.A., Columbia; Bennington Mills, New York Studios of Martha Graham; study with Charles Weidman, Doris Humphrey, and Jose Limon; Dance Notation Bureau
- MARGARET C. MOORE (1967), *Associate Professor of Nursing*
B.S., U.N.C. at Greensboro; M.A., New York; M.S., U.N.C. at Chapel Hill

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- VIVIAN MOOSE (1947), *Head Catalog Librarian*
B.S., Lenoir-Rhyne; B.S.L.S., U.N.C. at Chapel Hill
- BESI SILMAN MORGAN (1965), *Teacher, Curry*
B.A., Lenoir-Rhyne; M.A., Appalachian
- INGA BORGSTROM MORGAN (1946), *Assistant Professor of Music*
B.M., M.M., Eastman; study with Max Landow, Orazio Frugoni and José Echániz
- EDWIN PHILLIP MORGAN (1946), *Associate Professor of Music*
B.M., Tulsa; M.M., A.M.D., Eastman; study with Helen Ringo, Guy Maier, Max Landow, Egon Petri, José Echániz
- JEAN A. MORRISON (1967), *Assistant Professor of German and Russian*
B.A., Millsaps; M.A., Mississippi; Ph.D., Tulane
- RALPH MICHAEL MORRISON (1960), *Associate Professor of Biology*
B.S., William and Mary; Ph.D., Indiana
- DAVID H. MOSKOVITZ (1967), *Assistant Professor of Music*
B.M., M.M., Illinois
- MEREB ETHNA MOSSMAN (1937), *Professor of Sociology and Dean of the Faculty*
B.A., Morningside; M.A., Chicago; L.H.D., Queens College
- ROBERT B. MUIR (1966), *Assistant Professor of Physics*
B.A., Maryville; M.S., Ph.D., Tennessee
- ELIZABETH WHARTON NEWLAND (1967), *Assistant Catalog Librarian*
B.A., U.N.C. at Greensboro; B.A. in L.S., U.N.C. at Chapel Hill
- MILDRED PENDLETON NEWTON (1926), *Director of Admissions, Emeritus (1959)*
B.A., Goucher
- VICTORIA CARLSON NIELSON (1930), *Professor of Health, Emeritus (1948)*
- E. WILLIAM NOLAND (1967), *University Distinguished Professor of Sociology*
B.A., M.A., West Virginia; Ph.D., Cornell
- GEORGE E. NORTH (1967), *Lecturer in Psychology*
B.A., Montana State; M.A., Utah; Ph.D., Texas
- ROBERT M. O'KANE (1967), *Professor and Dean of the School of Education*
B.A., New Hampshire; M.Ed., Vermont; D.Ed., Harvard
- PAMELIA A. PACKER (1967), *Instructor in English*
B.A., Southwestern at Memphis; M.A., Duke
- NELSON F. PAGE (1966), *Assistant Professor of Mathematics*
B.A., M.A., Ph.D., U.N.C. at Chapel Hill
- JAMES WATSON PAINTER (1926), *Professor of English, Emeritus (1963)*
B.A., Emory and Henry; M.A., Tennessee
- KATHLEEN SHARER PAINTER (1929), *Instructor in English, Emeritus (1963)*
B.A., Tennessee
- FRANKLIN DALLAS PARKER (1951) *Professor of History*
B.A., Greenville; M.A., Ph.D., Illinois

FACULTY

- MARY TOWE PARKER (1966), *Instructor in Geography*
B.A., M.Ed., U.N.C. at Greensboro
- ¹FRANCES GRAY PATTON (1967), *Visiting Lecturer in English*
- GORDON W. PEARLMAN (1966), *Instructor in Drama and Speech*
B.F.A., Drake; M.F.A., Tulane
- JOAN H. PECK (1967), *Teacher, Curry*
B.A., Marshall
- JESSIE CLARA PEDEN (1946), *Assistant Professor, Curry*
B.A., Winthrop; M.A., U.N.C. at Chapel Hill
- MARGARET ELLEN PENN (1946), *Professor of Home Economics, Emeritus (1967)*
B.S., Kansas State; M.A., Columbia
- CHARLOTTE PERKINS (1960), *Instructor in Speech*
B.A., M.A., Louisiana State
- EUGENE EDWIN PFAFF (1936), *Professor of History*
B.A., M.A., U.N.C. at Chapel Hill; Ph.D., Cornell
- CHARLES WILEY PHILLIPS (1935), *Professor, Emeritus (1962)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia; L.L.D., U.N.C. at Greensboro
- WALLACE PHILLIPS (1967), *Assistant Professor of Education*
B.S., Findlay; M.Ed., Ph.D., Ohio
- RUSSELL E. PLANCK (1967), *Lecturer in History and Political Science*
B.A., Seton Hall; M.A., Ph.D., Columbia
- VIVA M. PLAYFOOT (1925), *Professor of Home Economics, Emeritus (1954)*
B.S., M.A., Columbia
- FRANCIS PLEASANTS, JR. (1965), *Assistant Professor of Physical Education*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill; Ed.D., Florida State
- JACKIE MCMAHAN POER (1967), *Instructor in Biology*
B.A., U.N.C. at Greensboro; M.A.T., Duke
- NANCY ANN PORTER (1952), *Instructor in Physical Education*
B.S., M.Ed., U.N.C. at Greensboro
- ELDON EUGENE POSEY (1964), *Professor and Head of Department of Mathematics*
B.S., East Tennessee State; M.A., Ph.D., Tennessee
- THOMAS H. POSTON (1967), *Instructor in English*
B.A., Davidson; M.A., University of Maryland
- RUTH ROBERTSON PRINCE (1963), *Assistant Catalog Librarian*
B.S., Meredith; B.S.L.S., M.S.L.S., U.N.C. at Chapel Hill
- WALTER HENRY PUTERBAUGH (1964), *Professor and Head of Department of Chemistry*
B.A., Ph.D., Duke
- THOMAS E. RAGAN (1967), *Teacher, Curry*
B.S., Appalachian

¹Part-time, first semester.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- ELISHA M. RALLINGS (1966), *Assistant Professor of Sociology*
B.S., M.S., Clemson; Ph.D., Florida State
- ANNA JOYCE REARDON (1941), *Professor of Physics*
B.A., College of Saint Teresa; M.S., Ph.D., St. Louis
- ¹ROBERT J. REAVIS (1967), *Lecturer in Business Education*
B.A., Elon
- SANDRA D. REED (1967), *Assistant Professor in Nursing*
B.S., U.N.C. at Chapel Hill; M.S., Boston
- ANNA REGER (1931), *Assistant Professor of Education, Emeritus (1959)*
B.S., West Virginia Wesleyan; B.S. in L.S., Columbia
- LOIS J. REID (1967), *Assistant Professor of Mathematics*
B.S., William and Mary; M.A., Ph.D., Duke
- FREDERICK M. RENER (1961), *Assistant Professor of German*
B.A., M.A., Ph.D., Toronto
- CLARA ANN RIDDER (1959), *Professor of Home Economics*
B.S., Nebraska; M.S., Arizona; Ph.D., Cornell
- MARIE IRIS RILEY (1963), *Assistant Professor of Physical Education*
B.S., New York State Teachers College; M.A., State University of Iowa; Ph.D., Florida State
- AGNES TANNER RIST (1965), *Teacher, Curry*
B.S., Radford; M.Ed., Duke
- MARY J. ROBERTS (1967), *Instructor in English*
B.A., M.Litt., Bristol
- BLACKWELL PIERCE ROBINSON (1956), *Associate Professor of History*
B.A., U.N.C. at Chapel Hill; M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- HOLLIS JETTON ROGERS (1947), *Associate Professor of Biology*
B.S., Murray State; M.S., Kentucky; Ph.D., Duke
- BESS NAYLOR ROSA (1934), *Associate Professor of Home Economics, Emeritus (1958)*
B.S., M.A., Missouri
- JOHN L. ROSENTHAL (1966), *Instructor in English*
B.A., Wake Forest; M.A., Columbia
- ROBERT BERNARD ROSTHAL (1961), *Associate Professor of Philosophy*
B.A., Washington and Jefferson; M.A., Chicago; Ph.D., Michigan
- ROBERT PALMER ROWLEY (1964), *Instructor in Mathematics*
B.A., Colgate; M.S., Syracuse
- CORINNE BRITTON ROYSTER (1962), *Instructor, Curry*
B.A., East Carolina
- HENRY GIBBONS RUARK (1965), *Instructor in English*
B.A., U.N.C. at Chapel Hill; M.A., Massachusetts
- DONALD WILLIAM RUSSELL (1955), *Professor of Education*
B.A., Bates; M.Ed., Ed.D., Boston University

¹Part-time.

FACULTY

- WILLIAM L. RUSSELL, JR.** (1967), *Instructor in Health, Physical Education, and Recreation*
B.A., Catawba; M.Ed., U.N.C. at Chapel Hill
- EVELYN ANN POTTINGER SAAB** (1965), *Assistant Professor of History*
B.A., Wellesley; M.A., Ph.D., Radcliffe
- MIMI HELEN SACHS** (1962), *Teacher, Curry*
B.F.A., New York; M.Ed., U.N.C. at Greensboro
- VICTOR S. SALVIN** (1967), *Professor of Home Economics*
B.S., M.S., Wesleyan; Ph.D., Yale
- ELIZABETH SAMPSON** (1920), *Head Catalog Librarian, Emeritus* (1961)
B.S., Simmons
- JOSE SANCHEZ-BOUDY** (1965), *Lecturer in Spanish*
B.A., Champagnat; M.A., U.N.C. at Chapel Hill; Ph.D., Havana University
- ROLF SANDER** (1967), *Professor of Music*
- SARAH SANDS** (1958), *Assistant Professor of Biology*
B.S., Salem; M.T., Bowman Gray; M.S., Tennessee
- MARGARET H. SAUNDERS** (1963), *Instructor in Mathematics and Academic Adviser*
B.A., Southwestern; M.S., Virginia Polytechnic Institute
- ¹**FLORENCE LOUISE SCHAEFFER** (1922), *Professor of Chemistry, Emeritus* (1964)
B.A., Barnard; M.A., Mount Holyoke
- ROY NEIL SCHANTZ** (1967), *Lecturer in History*
B.A., Chicago; M.A., Columbia
- BERNARD SCHMIDT** (1964), *Associate Professor of Mathematics*
M.S., Freie; Ph.D., Indiana
- ALICE SCHRIVER** (1949), *Professor of Health, Emeritus* (1966)
B.S., M.A., New York; Ed.D., Columbia
- JUEL PIERRE SCHROEDER** (1965), *Associate Professor of Chemistry*
B.S., North Dakota; Ph.D., Wisconsin
- MARY ROBERT SEAWELL** (1945), *Bibliographer and Reference Librarian*
B.A., Meredith; B.A. in L.S., U.N.C. at Chapel Hill
- ESTHER SEGNER** (1955), *Associate Professor of Home Economics, Emeritus* (1958)
B.S., Wisconsin; M.S., Minnesota
- ANNE CHRISTIAN SHAMBURGER** (1925), *Assistant Professor of Health*
Guilford; Johns Hopkins
- CHIRANJI LAL SHARMA** (1963), *Associate Professor of Education*
B.A., Agra; M.A., Aligarh; Ph.D., Chicago; Ph.D., London
- RUTH AGNES SHAVER** (1937), *Associate Professor of French, Emeritus* (1966)
B.A., Ohio Wesleyan; M.A., Columbia

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- DAVID HOWARD SHELTON (1965), *Professor and Head of Department of Economics and Business Administration*
B.A., Millsaps; M.A., Ph.D., Ohio State
- CLARENCE OLAN SHIPTON (1955), *Instructor in Education and Dean of Men*
B.A., Elon; M.Ed., U.N.C. at Chapel Hill
- LYDA GORDON SHIVERS (1933), *Professor and Head of Department of Sociology and Anthropology*
B.A., LL.B., M.A., Mississippi; Ph.D., U.N.C. at Chapel Hill
- SARAH MOORE SHOFFNER (1962), *Research Instructor in Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- L. OLON SHULER, JR. (1967), *Teacher and Coach, Curry*
B.S., Appalachian
- JEANNETTE DOROTHY SIEVERS (1957), *Assistant Professor of Business Education*
B.A., State College of Washington; M.S., Simmons
- JONATHAN SILVER (1966), *Lecturer in Art*
B.S., M.A., Columbia
- EMEVE P. SINGLETARY (1965), *Instructor in Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- ¹EDITH V. SLOAN (1966), *Lecturer in Mathematics*
B.A., U.N.C. at Greensboro; M.A., Wake Forest
- ERNESTINE B. SMALL (1967), *Instructor in Nursing*
B.S., Tuskegee; M.S., Catholic University
- KENDON RASEY SMITH (1954), *Professor of Psychology*
B.A., Minnesota; M.A., Ph.D., Princeton
- REBECCA M. SMITH (1958), *Assistant Professor of Home Economics*
B.S., M.S., U.N.C. at Greensboro
- TOMMIE LOU SMITH (1951), *Assistant Professor of Business Education and Associate Dean*
B.A., M.A., East Carolina
- LANCE SOLAROLI (1966), *Instructor in Art*
B.F.A., Pennsylvania; M.F.A., Columbia
- MARIAN K. SOLLEDER (1966), *Associate Professor of Health, Physical Education and Recreation*
B.A., Oberlin; M.A., Iowa; Ph.D., Ohio State
- LAWRENCE JOSEPH SOROHAN (1964), *Assistant Professor of Education*
B.S., Dayton; M.Ed., Ph.D., Ohio
- MARJORIE Y. SOUTHWORTH (1967), *Teacher, Curry*
B.S., Northwestern
- LEO J. SPENCER, JR. (1967), *Instructor in Chemistry*
B.Ed., Keene; M.S.T., New Hampshire
- VELMA JEAN SPRUILL (1966), *Assistant Professor of Psychology*
B.S., M.A., Ph.D., Louisiana State

¹Part-time.

FACULTY

- HELEN KNOTT STALEY (1949), *Associate Professor of Home Economics*
B.S., M.A., Columbia
- ¹RICHARD L. STALEY (1967), *Instructor in Romance Languages*
B.A., M.A., Guilford
- HAROLD E. STEARNS (1966), *Lecturer in German and Russian*
B.A., Princeton; M.A., Ph.D., Michigan
- GEORGE EDGAR STEFFEE, III (1965), *Instructor in English*
B.A., Washington and Lee; M.A., Virginia
- JOHN LUTHER STEINMETZ (1961), *Instructor in Mathematics*
B.S., U. S. Coast Guard Academy; M.A., Duke
- ROBERT OREN STEPHENS (1961), *Associate Professor of English*
B.A., Texas A. and I.; M.A., Ph.D., Texas
- ²VIRGINIA JONES STEPHENS (1962), *Instructor in Sociology*
B.A., Meredith; M.S.S.W., Texas
- ROBERT RAY STINSON (1966), *Assistant Professor of Spanish*
B.A., Lenoir-Rhyne; M.A., Ph.D., U.N.C. at Chapel Hill
- THOMAS JOHN STONE (1965), *Professor of Music*
B.M., Oberlin; M.M., Cincinnati; Ph.D., Florida State
- ROBERT DECATUR STREET (1965), *Teacher, Curry*
B.B.A., Wake Forest; M.Ed., U.N.C. at Greensboro
- MADELEINE BLAKEY STREET (1930), *Professor of Home Economics, Emeritus (1965)*
B.S., William and Mary; M.A., Columbia
- VERGIE LEE STRINGER (1958), *Assistant Professor of Home Economics*
B.S.H.E., Mississippi Southern; M.S., Tennessee
- JANE SUMMERELL (1926), *Professor of English, Emeritus (1958)*
B.A., U.N.C. at Greensboro; M.A., Columbia
- ARTHUR L. SVENSON (1967), *Burlington Industries Professor of Economics and Business Administration*
B.A., Montana; M.A., Columbia; Ph.D., New York
- JAMES R. SWIGGETT (1967), *Instructor in Health, Physical Education, and Recreation*
B.S., High Point; M.Ed., U.N.C. at Greensboro
- KATHERINE HENRIETTA TAYLOR (1929), *Professor and Dean of Student Services*
B.A., U.N.C. at Greensboro; M.A., Radcliffe
- WILLIAM RAYMOND TAYLOR (1921), *Professor of English, Emeritus (1960)*
B.A., U.N.C. at Chapel Hill; M.A., Harvard
- THOMAS L. TEDFORD (1967), *Associate Professor of Drama and Speech*
B.A., Ouachita; M.A., Ph.D., Louisiana
- BARBARA A. TERRY (1967), *Assistant Professor of Romance Languages*
B.A., Duke; M.A., Western Reserve; Ph.D., Alabama

¹First semester.

²Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- GEORGE MARTIN THOMPSON (1923), *Professor of Music, Emeritus (1963)*
B.Mus., M.Mus., Beaver; Pittsburgh Musical Institute, Chicago College of Music;
pupil of Clarence Eddy of Chicago and Joseph Bonnet of Paris
- HELEN ALVERDA THRUSH (1939), *Professor of Art*
B.F.A., Pennsylvania; M.A., Columbia
- NETTIE SUE TILLET (1924), *Professor of English, Emeritus (1958)*
B.A., Duke; M.A., Columbia
- CHARLES P. R. TISDALE (1967), *Instructor in English*
B.A., University of the South; M.A., Princeton
- ALLEN W. TRELEASE (1967), *Professor of History and Political Science*
B.A., M.A., Illinois; Ph.D., Harvard
- JEAN WEBB TROGDON (1964), *Instructor in Home Economics*
B.A., Meredith; M.S.H.E., U.N.C. at Greensboro
- VIRGINIA TRUMPER (1922), *Head Serials Librarian, Emeritus (1963)*
Dension; Louisville Public Library Training Class
- JAMES EWING TUCKER (1959), *Instructor and Curator in Department of Art*
B.F.A., Texas; M.F.A., State University of Iowa
- WILLIAM MADISON TUCKER (1962), *Instructor in English*
B.A., Wofford; M.A., Vanderbilt
- ADELE CELESTE ULRICH (1956), *Professor of Physical Education*
B.S., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill; Ph.D., Southern California
- ¹MARGARET N. UTLEY (1966), *Lecturer in Education*
B.A., Ph.D., Duke
- LAWRENCE MICHEAL VANELLA, JR. (1965), *Assistant Professor of Speech*
B.A., Montclair State; M.A., Ph.D., Ohio
- GLADYS VAN PELT (1964), *Lecturer in Biology*
B.A., Swarthmore
- CLARENCE HUGO VANSELOW (1964), *Associate Professor of Chemistry*
B.S., M.S., Ph.D., Syracuse
- HERBERT EUGENE VAUGHAN, JR. (1948), *Professor and Principal, Curry*
B.S., Wofford; M.A., Peabody
- GERTRUDE VERMILLION (1957), *Associate Professor of Chemistry*
B.A., Furman; B.S., Peabody; M.A., Columbia; Ph.D., Duke
- ²REBECCA FREEMAN WAGONER (1962), *Instructor in Home Economics*
B.S.H.E., M.S., U.N.C. at Greensboro
- CARRIE LEE WARREN (1966), *Assistant Professor of Health, Physical Education and Recreation*
B.S., Louisiana State; M.Ed., Ed.D., Texas
- EMILY HOLMES WATKINS (1926), *Professor of Mathematics, Emeritus (1958)*
B.A., Randolph-Macon Woman's College; M.A., Columbia

¹Part-time, first semester.

²Part-time.

FACULTY

- ROBERT WINTHROP WATSON (1953), *Professor of English*
B.A., Williams; M.A., Ph.D., Johns Hopkins
- ¹PHILIP M. WEBSTER (1965), *Lecturer in Economics and Business Administration*
B.S., M.S., Ph.D., Wisconsin
- ROWENA WELLMAN (1943), *Associate Professor of Business Education, Emeritus (1958)*
B.A., Iowa; M.A., Ph.D., Columbia
- JANE WENTWORTH (1967), *Lecturer in Home Economics*
B.S.H.E., M.S., Florida State; M.P.H., U.N.C. at Chapel Hill
- SHIRLEY BLUE WHITAKER (1960), *Assistant Professor of Spanish*
B.A., M.A., Duke; Ph.D., U.N.C. at Chapel Hill
- ESTHER BOYD WHITE (1957), *Assistant Professor of Health*
B.A., Arkansas A. and M.; M.S., Louisiana State; M.P.H., U.N.C. at Chapel Hill; Ed.D., Louisiana State
- JOSIE NANCE WHITE (1951), *Assistant Professor of Home Economics*
B.A., U.N.C. at Greensboro; M.Ed., U.N.C. at Chapel Hill; Ph.D., U.N.C. at Greensboro
- RICHARD T. WHITLOCK (1967), *Associate Professor of Physics*
B.S., Capital; M.S., Ph.D., Western Reserve
- VELMA LOUISE WHITLOCK (1944), *Associate Professor of Business Education*
B.S., Oregon State; M.S., Tennessee
- ¹WAYNE B. WILKINSON (1967), *Instructor in English*
B.A., High Point; M.A., U.N.C. at Greensboro
- JEWEL S. WILLIAMS (1967), *Instructor in History and Political Science*
B.A., U.N.C. at Greensboro; M.A., U.N.C. at Chapel Hill
- MAUDE FERRELL WILLIAMS (1927), *Associate Professor of Physiology, Emeritus (1962)*
B.A., M.S., Ph.D., Illinois
- MOZELLE WILLIAMS (1966), *Instructor in Home Economics*
B.S.H.E., M.S.H.E., U.N.C. at Greensboro
- SUE VERNON WILLIAMS (1926), *Head Reference Librarian, Emeritus (1963)*
B.A., M.A., Randolph-Macon Woman's College; Certificate, Carnegie Library School, Atlanta
- GEORGE P. WILSON (1927), *Professor of English, Emeritus (1956)*
B.A., U.N.C. at Chapel Hill; M.A., Columbia
- JAMES F. WILSON (1964), *Professor of Biology*
B.S., Southern Illinois; M.S., Iowa State; Ph.D., Stanford
- JAMES I. WIMSATT (1966), *Assistant Professor of English*
B.A., Michigan; M.A., Wayne State; Ph.D., Duke
- LENOIR CHAMBERS WRIGHT (1953), *Associate Professor of History*
B.A., U.N.C. at Chapel Hill; B.A., M.A., Oxford; LL.B., Harvard; M.A., Ph.D., Columbia

¹Part-time.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ACADEMIC ADVISERS

TOMMIE LOU SMITH, B.A., M.A., *Associate Dean*

DONALD FLOYD ALLEN, B.A., M.A., Ph.D.

DOROTHY DARNELL, B.S.S.A., M.Ed.

CHARLOTTE DAWLEY, B.A., M.S., Ph.D.

MARGUERITE FELTON, B.S., M.A.

MARGARET H. SAUNDERS, B.A., M.S.

Reading Center

JEANE FISHER HILDEBRANDT, B.A.

BERNICE LOVE STADIEM, B.A., M.A.

Counseling Center

LAWRENCE SYKES, B.A.

JOHN EDWARDS, B.S., M.A., Ph.D.

Institute for Child and Family Development

MARY ELIZABETH KEISTER, B.S., M.A., Ph.D., *Acting Director*

Headstart Program

RACHEL TEAGUE FESMIRE, B.S., M.S.H.E., *Director*

Upward Bound Program

RICHARD TUCKER, B.A., *Director*

Non-Professional Library Staff

MARGARET LITTLE APPENZELLER (1964), *Library Assistant, Serials Department*
Wake Forest

KATHRYN R. BLOWER (1967), *Library Assistant, Serials Department*
University of Florida

RUTH CAPEL BLUE (1960), *Library Assistant, Acquisition Department*
B.A., U.N.C. at Greensboro

BETTE SMITH DAWES (1964), *Library Assistant, Acquisition Department*

ALICE K. GURLEY (1966), *Library Assistant, Circulation Department*

FACULTY

- ELLA ROSS HALE (1966), *Library Assistant, Documents Department*
B.A., U.N.C. at Greensboro
- EMILIE M. HOBBS (1967), *Library Assistant, Circulation Department*
B.A., M.F.A., U.N.C. at Greensboro
- HARRIET BATTLE HOLDER (1965), *Continuations Assistant, Acquisition Department*
U.N.C. at Greensboro
- MARY WALKER MALLISON (1953), *Library Assistant, Acquisition Department*
- ELEANOR ECCLES MILLS (1966), *Library Assistant, Catalog Department*
B.A., U.N.C. at Greensboro
- MARTHA WILLIAMS RANSLEY (1964), *Library Assistant, Circulation Department*
B.A., Carson Newman; M.R.E., Southwestern Baptist Seminary
- ELIZABETH ANN SCHADEL (1967), *Library Assistant, Catalog Department*
B.A., U.N.C. at Greensboro
- VIRGINIA MILLSAPS SMITH (1964), *Library Assistant, Catalog Department*
Mitchell College
- MARCIA EWING TRELEASE (1967), *Library Assistant, Acquisition Department*
B.A., University of Colorado
- ROSEMARY REED TROXLER (1962), *Library Assistant, Circulation Department*
Greensboro College
- ETHEL STOUT WINCHESTER (1965), *Library Assistant, Catalog Department*
B.M., Greensboro College

OTHER STAFF

- MARGARET IJAMES ALEXANDER (1960), *Assistant, Infirmary*
- ROY F. ALEXANDER (1960), *Chief of Police*
- LOUIS LYNN ALLISON (1951), *Buildings Superintendent*
- WILLIAM ALSPAUGH (1957), *Television Producer Director*
- CHARLES D. BARBOUR (1963), *Data Processing Manager*
- CHARLES OWEN BELL (1959), *Superintendent of Landscaping and Grounds*
B.S., Ohio State
- CAROLYN J. BISHOP (1966), *Assistant Director of Admissions*
B.A., U.N.C. at Greensboro
- ELIZABETH BOOKER (1944), *Administrative Secretary, Office of the Associate Dean*
B.S.S.A., U.N.C. at Greensboro

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

- HATTIE E. BURCHETT (1954), *Head Nurse, Infirmary*
R.N., St. Leo's School of Nursing
- F. DUDLEY CHAFFEE (1965), *Consulting Engineer*
B.S., Worcester Polytechnic Institute
- ELIZABETH PERRIN COLLINS (1961), *Assistant Registrar*
B.S., Alabama State College for Women; M.Ed., U.N.C. at Greensboro
- EVON WELCH DEAN (1942), *Administrative Secretary, Office of Director of Development*
C.C., U.N.C. at Greensboro
- RUTH JESSUP (1951), *Accounting Clerk*
C.C., U.N.C. at Greensboro
- DONALD B. JOHNSON, *Assistant Director of Development*
B.A., Hamilton College
- GORDON LAVERS (1963), *Audio-Visual Technician*
- EDITH INEZ MCCAIN (1966), *Assistant, Residence Halls*
- CLARA M. MEYERS (1961), *Assistant, Residence Halls*
Hiwassee Junior College
- ¹NANCY BOST MILLNER (1964), *Associate Director of Admissions*
B.A., Duke
- BOBBIE C. MINTON (1957), *Assistant to Director of Admissions*
B.A., U.N.C. at Greensboro
- PHILLIP MYERS-REID (1967), *Manager of Aycock Auditorium*
Diploma, London University
- PAULA A. OSBORNE (1960), *Administrative Secretary, Office of the Dean of the Faculty*
C.C., U.N.C. at Greensboro
- E. BENNETT PARKS, III (1966), *Assistant Director of Admissions*
B.A., U.N.C. at Chapel Hill; M.Ed., Duke
- GERALD RAY RUMSEY (1954), *Plant Engineer*
- JUDITH F. RAND (1966), *Assistant to the Dean of Women*
B.S., U.N.C. at Greensboro
- RUTHE SHAFER (1942), *Cashier*
B.A., U.N.C. at Greensboro
- LOUISE GREEN WARDEN (1956), *Administrative Secretary, Office of the Business Manager*
- TERRELL WEAVER (1963), *Assistant to Director, Elliott Hall*
B.S.S.A., U.N.C. at Greensboro
- JANET S. WOLFE (1961), *Administrative Secretary, Office of the Dean, Graduate School*
B.A., Syracuse
- HELEN PENTECOST YODER (1954), *Administrative Assistant, Office of the Chancellor*
- EMIL W. YOUNG (1954), *Director of Television*

¹Part-time.

FACULTY

COUNSELORS IN RESIDENCE HALLS

- NITA ALLEN (1967), *Reynolds Hall*
B.S., U.N.C. at Greensboro
- DELLA ARTHUR (1962), *Strong Hall*
Converse; U.N.C. at Greensboro
- CAROLYN ATWATER (1966), *Guilford Hall*
B.A., U.N.C. at Greensboro
- ALDINE SCOTT BEALE (1960), *Bailey Hall*
Farmville State Teachers College
- BETSY BLOUNT (1967), *North Spencer Annex*
B.A., U.N.C. at Greensboro
- ELIZABETH CALHOUN (1967), *Gray Hall*
Agnes Scott
- RUTH K. CORNELL (1961), *Cotten Hall*
B.S., Mansfield
- LILLIAN CUNNINGHAM (1943), *Jamison Hall*
B.A., Converse
- RUTH ANN DRAKE (1967), *Assistant Counselor, Reynolds Hall*
B.A., U.N.C. at Greensboro
- MARY GRICE DUFF (1960), *Hinshaw Hall*
Longwood
- LOWELL S. ESTES (1959), *Shaw Hall*
B.A., Tift
- CARLYNNE P. GILLETTE (1961), *South Spencer Hall*
B.A., Longwood
- JOSEPHINE J. GROSS (1963), *Mendenhall Hall*
University of Arizona
- MARY ELLA HORTON (1966), *Cone Hall*
B.A., Winthrop
- RUTH B. JOHNSON (1959), *Ragsdale Hall*
B.A., Meredith
- MILDRED MARTIN (1967), *North Spencer Hall*
University of Virginia
- NANCY MELVIN (1957), *Weil Hall*
B.S., Guilford
- JOY MACFADYEN (1964), *Grogan Hall*
Crescent College and Conservatory; Chicago Musical College; Sullins
- ODESSA H. MCGWIER (1963), *Kiser Hall*
U.N.C. at Greensboro
- MARTHA GOODE PASFIELD (1967), *Assistant Counselor, Phillips Hall*
B.A., Roanoke College
- ROBERT EDWARD PASFIELD (1967), *Assistant Counselor, Phillips Hall*
B.A., Roanoke College

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

HELEN T. RULEY (1964), *Hawkins Hall*

Norfolk Business College; Lindsey Hopkins Vocational School

SHIRLEY SEAWELL (1967), *Assistant Counselor, Cone Hall*

B.S., St. Andrews Presbyterian College

ALICE SISK (1967), *Coit Hall*

Ohio University

VERBENA STALLINGS (1967), *Mary Foust Hall*

LaSalle University

NELLIE ELIZABETH WATLINGTON (1965), *Assistant Counselor, Reynolds Hall*

U.N.C. at Greensboro

LUCY A. WHITE (1955), *Moore Hall*

Converse; Louisburg

MARY C. WHITE (1965), *Winfield Hall*

Peace College

FACULTY COMMITTEES

(1967-1968)

ELECTED:

ACADEMIC POLICIES. Ferguson, J., Chairman; Albanese (1969), Baecker (1969), Bardolph (1970), Charles (1969), Dunham (1968), Franklin (1968), Hennis (1968), Kennedy (appointed), Lutz (1970), Mossman (appointed), Shivers (1970), Taylor, K. (appointed).

CURRICULUM. Dawley, Chairman (1968); Barineau (1968), Beeler (1970), Kupferer (1970), Lewis (1970), Lowe (1969), McGee (1969), Reardon (1968), Russell (1969). *Ex officio members*: Mossman, Price.

DUE PROCESS. Littlejohn, Chairman (1969); Bardolph (1968), Barineau (1972), Hunter, E. (1970), Shelton (1971).

APPOINTED:

ACADEMIC APPEALS. Smith, T. L., Chairman, *ex officio*; Clowse, Davis D., Smith, R., Thrush. *Other ex officio members*: McGee, Mossman, Price, Shipton.

ACADEMIC PROGRESS OF STUDENTS. Smith, T. L., Chairman, *ex officio*; Anderton, Krisko, Lumsden. *Other ex officio members*: Mossman, Price.

ADMISSION POLICIES. Lutz, Chairman; Bulgin, Cowling, Goldman, Puterbaugh. *Ex officio members*: Loester, Mossman, Smith, T. L.

AUDIO-VISUAL AIDS. Reardon, Chairman; Felt, Perkins, Solleder. *Ex officio member*: Wilkinson, E.

AYCOCK AUDITORIUM. Taylor, K., Chairman; Hart, Middleton, Moomaw. *Ex officio member*: Meyers-Reid.

FACULTY

BUILDINGS AND GROUNDS. Smith, K., Chairman; Adams, C., Eberhart, Griffin, Lewis, Mossman, Taylor, K. *Ex officio members*: Ferguson, H., Gurley, McGee.

CALENDAR AND SCHEDULING. Price, Chairman, *ex officio*; Atkinson, Colbert, Fred, Gordon. *Other ex officio members*: Kennedy, McGee, Mossman.

CAMPUS STORES. Grill, Chairman; Stearns, Magee. *Ex officio member*: Ferguson, H.

CATALOG AND RECRUITMENT PUBLICATIONS. Price, Chairman; Bates, Kehoe. *Ex officio members*: Hamer, Loester, Mossman.

COMMENCEMENT. Shipton, Chairman; Cox, Meyers-Reid, Gangstad. *Ex officio members*: Bryson, Kennedy, Littlejohn, McGee, Mossman, Parrish, B., Price (plus student members).

COMMITTEE ON COMMITTEES. Hennis, Chairman; Anderton, Cox, Shivers.

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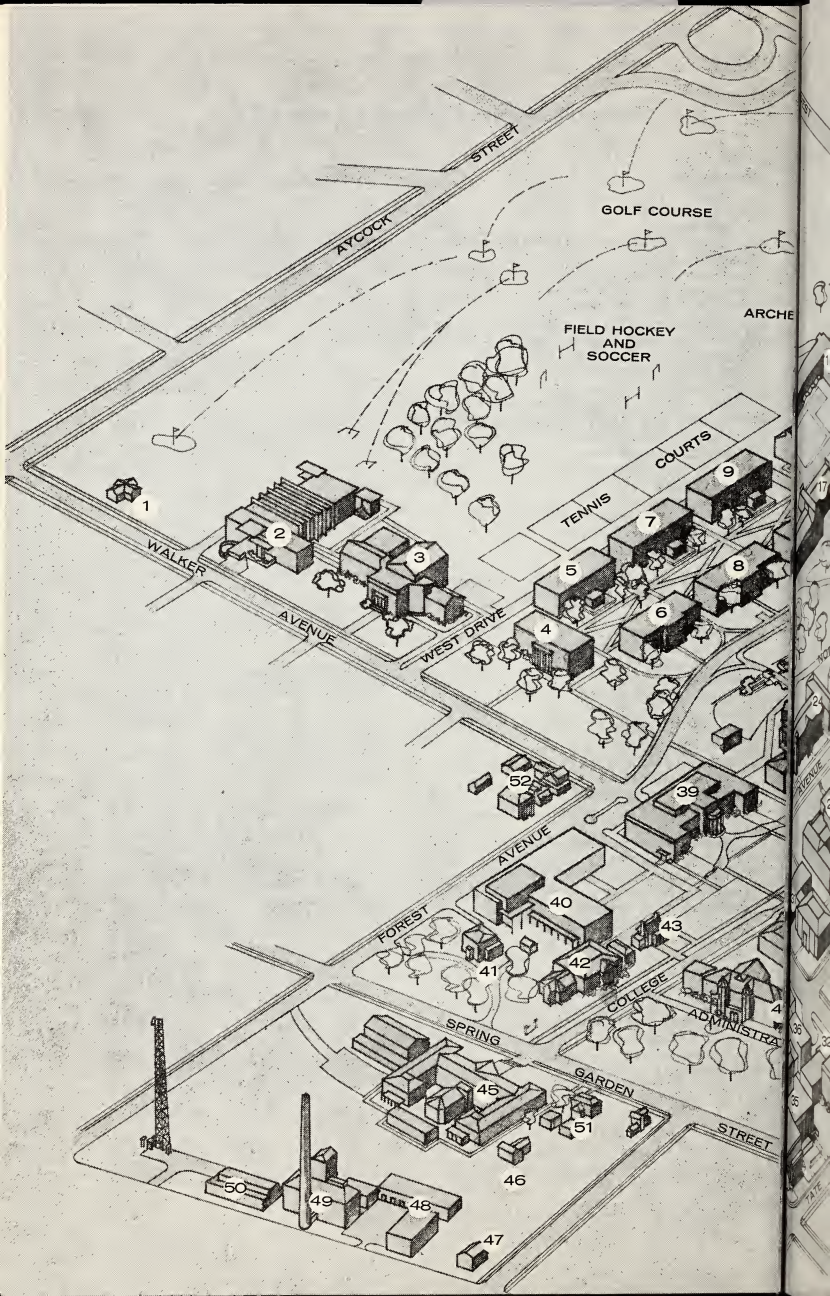
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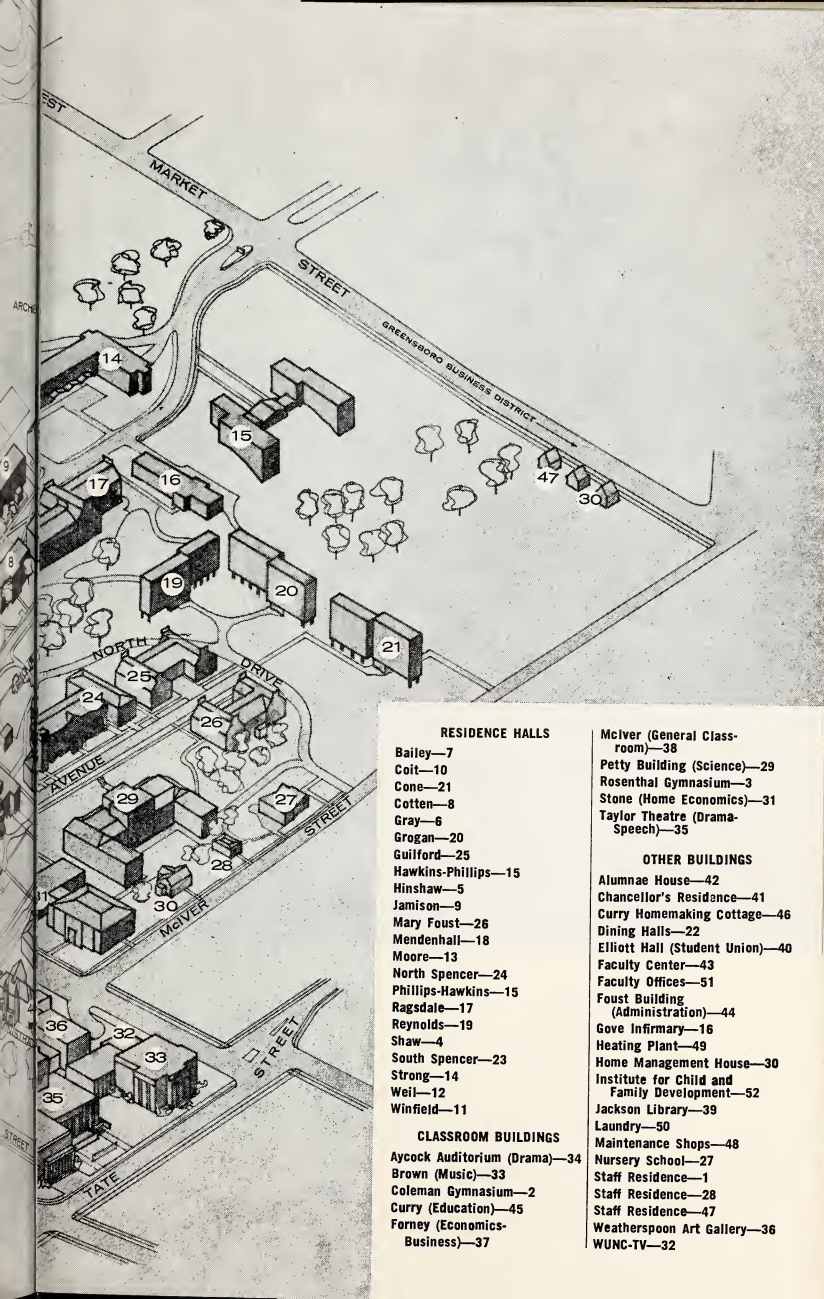
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